OISE/UT LIBRARY
3 0005 0316 2349 2

PROVINCIAL STANDARDS: LANGUAGE (GRADES 3, 6, AND 9)

March 1994

VALIDATION DRAFT

FOR RESPONSE ONLY

OHEC
407.6
0593HE/P

APR 21 1994

FACULTY OF EDUCATION LIBRARY
UNIVERSITY OF TORONTO

Table of Contents

1. Introduction 1
   A. Language and Learning
   B. The Shift in Educational Focus

2. Developing the Language Standards 8
   A. Background
   B. Principles for Developing Draft language Standards
   C. Describing the Levels of Performance

3. How the Standards May Be Used 11

4. Reading and Responding to the Provincial Standards 11

5. Standards of Performance
   Reading and Writing

   Reading

   Introduction: The Reading Writing Connection 14

   A. General Indicators for Emergent Literacy

   B. Standards of Performance
      - end of Grade 3 20
      - end of Grade 6 26
      - end of Grade 9 32

   Writing

   A. General Indicators for Emergent Literacy

   B. Standards of Performance
      - end of Grade 3 41
      - end of Grade 6 47
      - end of Grade 9 53

6. Standards of Performance
   Listening and Speaking

   Introduction: The Listening and Speaking Connection 60

Listening

Standards of Performance

- end of Grade 3 64
- end of Grade 6 70
- end of Grade 9 76

Speaking

Standards of Performance

- end of Grade 3 84
- end of Grade 6 90
- end of Grade 9 96

7. Standards of Performance
Viewing and Representing

Introduction: The Viewing and Representing Connection 104

Viewing

Standards of Performance

- end of Grade 3 110
- end of Grade 6 120
- end of Grade 9 130

Representing

Standards of Performance

- end of Grade 3 142
- end of Grade 6 148
- end of Grade 9 155

APPENDIX A
Language Outcomes from The Common Curriculum 161

APPENDIX B
Glossary 180

Provincial Standards: Language (Grades 3, 6, and 9)

1. INTRODUCTION

A. Language and Learning[1]

Language is central to intellectual, emotional, and social development. We use language to think, acquire knowledge, shape and assess our values, and communicate. Language is also a fundamental component of personal and cultural identity.

Language develops as we use it purposefully in different contexts, In considering the process of language development, it is useful to identify two basic aspects of language proficiency. The first relates to the basic communication skills; these are the skills we develop in order to meet our personal and social needs in daily life. When the topic and language of communication are familiar and the context clearly defined, little analysis is needed to grasp the meaning; these basic communication skills are sufficient to enable us to understand what is being communicated and to communicate our response.

The development of communicative competence in a variety of contexts and styles and for a range of purposes is a central concern since it serves as a foundation for the second aspect of language proficiency. This aspect relates to the use of language for learning and thinking. Students need to be able to use language for these purposes in order to develop creative and critical thinking skills and to learn in the various content areas - that is, to function effectively in academic contexts. More specifically, learners need this type of proficiency to grasp concepts and express ideas in formal writing as well as in more structured oral forms such as debates, speeches, and presentations. As learners progress, they engage in learning processes and tasks that demand increasingly more complex analysis. The language functions and forms students use must continually develop and expand to reflect this increasing complexity.

Among the creative and critical thinking and linguistic skills that students develop is the ability to talk, write, and think about language itself. Reflecting on language and its uses in different social contexts further enhances students' language awareness and enables them to value varieties of their own language as well as a variety of different languages as vehicles of communication and cultural expression. This positive awareness of the communicative and cultural value of language encourages students to develop and extend their repertoire of language functions and forms and thereby enhance their ability to learn a language, learn through language, and learn about language.

---

[1] The Common Curriculum, Ministry of Education and Training, 1993, p. 14-15.

Students develop the ability to use language for learning and thinking through the process of obtaining information, interpreting it, and communicating this interpretation to others. In order to see the information they gather as meaningful, students need not only to connect it to their own experience and feelings but also to talk and write about it using the language they control. To assist students to do so, the texts and learning materials they encounter should reflect society's diversity in a bias-free manner, and learning experiences should take place in a setting in which the students' own language and cultural experience are valued.

Students also need frequent opportunities to articulate what they have learned from their reading of a text and to share it with others in order to clarify, assess, and extend their interpretations as well as refine their aesthetic appreciation of the text. The exchange of ideas and views will lead students to analyze the issues raised and to express their responses to these issues or to the aesthetic aspects of a text through a variety of activities. They may, for instance, decide to articulate their position on an issue in a letter to a newspaper or to express their aesthetic appreciation in a poem or dramatization. Such purposeful writing for an audience helps students to clarify their ideas, strengthen their command of language styles and conventions, and expand their repertoire of stylistic/rhetorical strategies.

Language is intrinsically cross-curricular, and opportunities to develop language facility must be provided in every component of the curriculum. When new materials and concepts are introduced, students should be helped to develop ways of thinking that are appropriate to the curriculum area. Students need to learn how to listen with a purpose, to talk about a subject in a meaningful way, to develop reading strategies that allow them to make effective use of a wide variety of print and non-print materials, and to develop writing strategies and skills that advance their learning and meet the specific language and conceptual requirements of particular curriculum areas. In developing and learning to apply these strategies, students come to realize that the various curriculum areas and types of texts make different language demands and so require different competencies.

B. The Shift in Educational Focus

In Ontario, the focus of education has shifted from objectives-based to outcomes-based education. Outcomes-based education is the paradigm that provides the basis for provincial standards and it replaces the paradigm that says that only a small number of students can be highly successful in their learning and that all students learn within the same time frame.

This new paradigm is characterized by the following statements:

1. All students can learn and can be highly successful in their learning.
2. The criteria for success must be set in advance of the learning.

3. All students should be provided with the time and resources they need to reach their potential. This may include forms of additional support as well as enrichment.

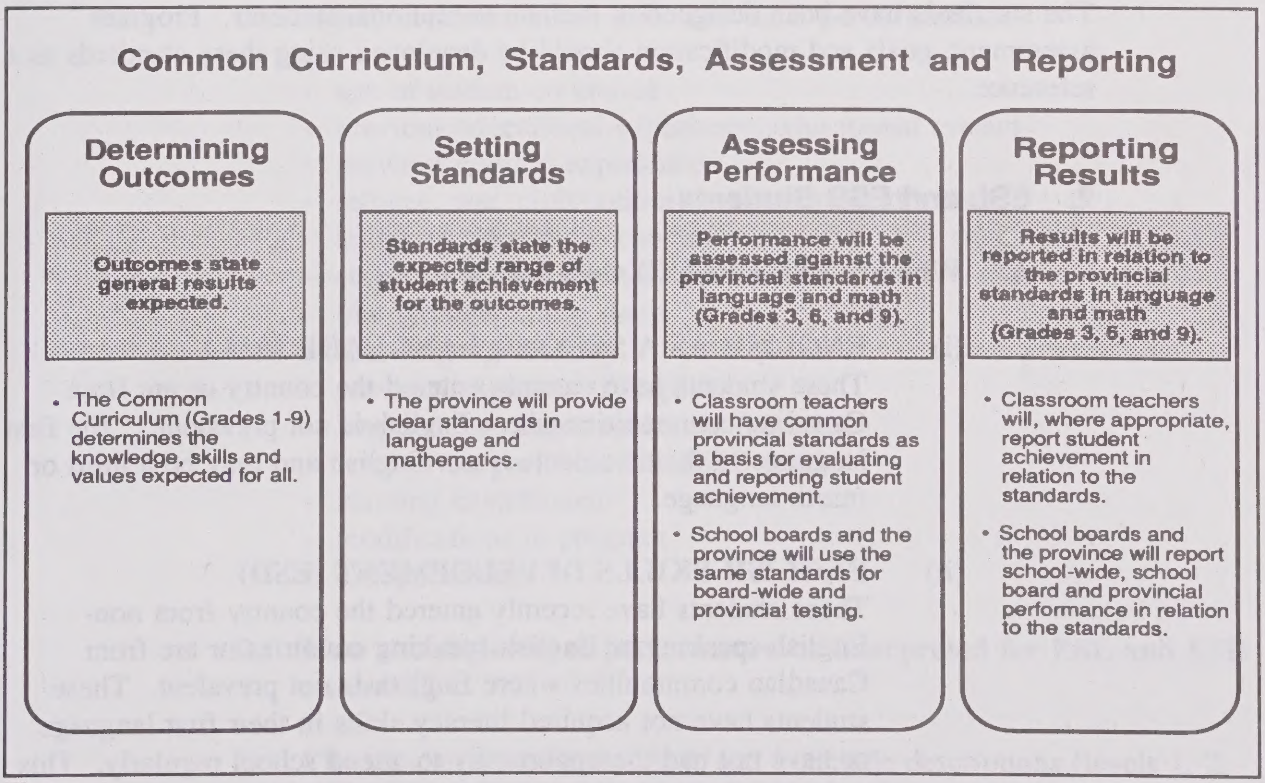
4. Learning time and required support are closely linked to the task and will vary according to the student's performance.

5. Individuals differ from one another in their styles and rates of learning.

6. Students must be active participants in the assessment and evaluation of their learning.

7. Assessment and evaluation of learning must focus on performance (both process and product.

Figure 1 below illustrates the connection among outcomes, standards, assessment, and reporting.



Determining Outcomes

Outcomes state general results expected.

- The Common Curriculum (Grades 1-9) determines the knowledge, skills and values expected for all.

Setting Standards

Standards state the expected range of student achievement for the outcomes.

- The province will provide clear standards in language and mathematics.

Assessing Performance

Performance will be assessed against the provincial standards in language and math (Grades 3, 6, and 9).

- Classroom teachers will have common provincial standards as a basis for evaluating and reporting student achievement.
- School boards and the province will use the same standards for board-wide and provincial testing.

Reporting Results

Results will be reported in relation to the provincial standards in language and math (Grades 3, 6, and 9).

- Classroom teachers will, where appropriate, report student achievement in relation to the standards.
- School boards and the province will report school-wide, school board and provincial performance in relation to the standards.

Figure 1

C. Factors Affecting Performance and Assessment

1. Exceptional Students

It is important that the education system be fair and that it give all students equal opportunities for learning and equal options for planning their future. Some students require modification to their education to help them work toward their potential. Students with special learning needs, such as communication, physical, social, emotional, gifted, intellectual, or a combination of these, need special supports. Exceptional students have been identified through the IPRC process as requiring additional support in the forms of program modification, resources, and specialized personnel to reach the standards.

As with all students, exceptional students may exhibit uneven performance across the standards. For example, some exceptional students may achieve at a higher level in viewing and representing than in reading and writing. By building on student strengths and by using an integrated approach to language, teachers can assist exceptional students to perform to the best of their abilities.

The standards have been designed to include exceptional students. Program assessment, goals and modification should be developed using these standards as a reference.

2. ESL and ESD Students

A. Who are ESL and ESD students?

(i) **ENGLISH AS A SECOND LANGUAGE (ESL)**
These students have recently entered the country or are from Canadian communities where English is not prevalent. The first language of these students is not English and may be a third or fourth language.

(ii) **ENGLISH SKILLS DEVELOPMENT (ESD)**
These students have recently entered the country from non-English speaking or English speaking countries or are from Canadian communities where English is not prevalent. These students have not acquired literacy skills in their first language or have not had the opportunity to attend school regularly. This category also includes those who attended school regularly but may need an ESD program to enable them to enter regular programs at a level commensurate with their potential.

B. What should teachers consider when assessing ESL and ESD students?

Both ESL and ESD students display a wide range of academic experiences and abilities. They may arrive in our schools at any age or grade level with varying degrees of language and academic competencies. They progress through the acquisition of English at their own rate using different learning styles. The initial stage can be characterized by a "silent period" which lasts from a few days to many months depending on the individual characteristics of the student. As a rule, receptive language is greater than productive language. Second language students may require 5-7 years of study to reach the language and academic achievement level of their English-speaking peers. Basic interpersonal language skills will develop sooner than academic language skills. ESL and ESD students and their parents have high expectations and aspirations about their achievement as do all students and parents in our system.

C. What variables affect ESL and ESD performance?

- age of student on arrival
- previous educational experience; educational system
- previous cultural experience
- refugee, war, civil/political/personal related trauma
- length of time in the country
- stages of acculturation/orientation
- immigration/family status
- first language literacy
- previous exposure to English
- language/languages spoken in the home
- level of support from ESL/ESD teacher
- learning environment
- modifications in program
- exceptionalities

D. How should levels of performance be interpreted for ESL and ESD students?

The standards for Grades 3, 6, and 9 include descriptions (levels 1, 2, and 3) which reflect the developmental stages that the ESL students will demonstrate as they approach the standard for the grade.

Performance at level 1, 2 or 3 indicates the ESL and ESD student's progress on a continuum towards the appropriate grade's standards. It should not be considered below the standard for the grade nor should it be used as a determinant of cognitive ability.

E. Do the Language Standards include the performance of students in Ontario schools with limited literacy in any language and/or lack of schooling?

Yes. However, initially these students may have a much greater task in developing literacy and academic skills in the Ontario school setting.

3. French as a Second Language Programs

A. General

French as a second language (core, extended and immersion) enables students in English language schools to learn the other official language. At the same time, these programs promote cultural understanding, support first language development, and help students develop skills that they can use in their future learning of languages.

Students enrolled in French as a second language program can be expected to reach the following stages of proficiency by the end of the transition years:

- Students in core French programs can be expected to reach Stage 2 after 720 hours or no later than by the end of Grade 9.
- Students in extended French programs can be expected to achieve Stage 3 after 1,500 hours of instruction by the end of Grade 9.
- Students in immersion French programs can be expected to achieve Stage 4 after 4,160 hours of instruction by the end of Grade 9 (The Common Curriculum, 1993, p. 50).

B. What variables affect student performance in FSL programs?

- time allocation, both accumulated and within a grade level.
- age of students at point of entry
- students' overall academic development, in particular, their language development in their first language.
- previous exposure to French.
- out-of-classroom exposure to French.
- status of French in the broader community - by whom is it spoken? Is it a majority or minority language?
- types of learning materials.
- individual factors such as learning style or exceptionality.
- presence of other languages in the home.
- interruptions to the program and re-entry into the same or different program.

C. Placing FSL students on the scale

Core French

It is suggested that the following levels, each with a descriptive word applicable to FSL programs, serve as a useful initial set of standards for students in Core French programs, with modifications or adaptations to be produced following the consultation process:

• FSL Core	English language level	FSL suggested adaptation	
Grade 6	Grade 3 Levels 1 - 3	Level 3 -	Proficient performance
		Level 2 -	Competent performance
		Level 1 -	Limited performance
Grade 9	Grade 6 Levels 1 - 3	Level 3 -	Proficient performance
		Level 2 -	Competent performance
		Level 1 -	Limited performance

In FSL Core Programs, "Proficient performance" refers to student performance above the grade standard, "Competent performance" to performance at the grade standard, and "Limited performance" to performance below the grade standard (as shown in Figure 2).

Students who are exceptionally skilled language learners or who have had additional exposure to the language may reach levels 4 and 5 within the identified grade.

LEVEL 3 **Proficient Performance**	Students performing beyond the standard set for the grade.
LEVEL 2 **Competent Performance**	Students performing within the standard set for the grade.
LEVEL 1 **Limited Performance**	Students not yet performing within the standard set for the grade.

Figure 2. THE FRAMEWORK FOR PROVINCIAL STANDARDS FOR FRENCH AS A SECOND LANGUAGE

Extended and Immersion French Programs

For students in most extended and immersion French programs, the first language standards are largely applicable, though some adaptations in the general descriptors and sets of indicatros may need to be made following the consultation process.

2. Developing the Language Standards

A. Background

During the past three years, the Ministry of Education and Training has been working towards outcomes-based education by developing The Common Curriculum for Grades 1 to 9 and by developing provincial standards in mathematics and language for Grades 3, 6, and 9.

Provincial Standards: Mathematics (Grades 3, 6, and 9) have been distributed. Language standards have been under development since June 1992 and have reached the stage where school boards and the public can respond to this validation draft. **(Please keep in mind that at this stage, the scales are written in professional language for use by teachers.)**

The development of draft language standards has been accomplished by a steering committee and teams of teachers representing a broad range of professional associations. The associations invited to participate were:

Association for Media Literacy
Consultants'/Co-ordinators' Association of Primary Educators
Council of Drama in Education
Council for Exceptional Children
Dramatic Arts Consultants' Association of Ontario
ESL/ESD Resource Group of Ontario
English Language Arts Network
Independent Learning Centre
Ontario Association of Junior Educators
Ontario Association of Speech - Language Pathologists and Audiologists
Ontario Council of Teachers of English
Ontario Modern Language Teachers' Association
Ontario Reading Association
Ontario School Library Association
Teachers of English as a Second Language Association of Ontario

B. Principles for Developing Draft Provincial Standards: Language (Grades 3, 6, and 9)

After considerable deliberation and review of existing approaches to setting standards from various provincial, national, and international jurisdictions, the steering committee agreed on the following principles for developing the provincial language standards for the Province of Ontario:

1. The standards provide a high and consistent set of expectations for students, teachers and parents. They are designed to provide a description of performance at each level so that improvements required to move from level to level are visible.

2. The language standards are based on the language outcomes (knowledge, skills, and values) for Grades 3, 6, and 9 in The Common Curriculum. Standards for Viewing and Representing have been developed as an extension of The Common Curriculum.

3. One set of language standards has been developed for all students, including students whose first language is not English and students who have been identified as exceptional.

4. The standards accommodate Ontario's practice of age appropriate placement of students. The ministry believes that the provincial standards should be used for describing student learning rather than for determining student placement. Please see Part 3 on page 11 for further information about the possible uses of provincial standards.

5. Although learning activities in reading, writing, listening, speaking, viewing and representing are integrated (see Figure 3), provincial standards have been developed for each of these components.

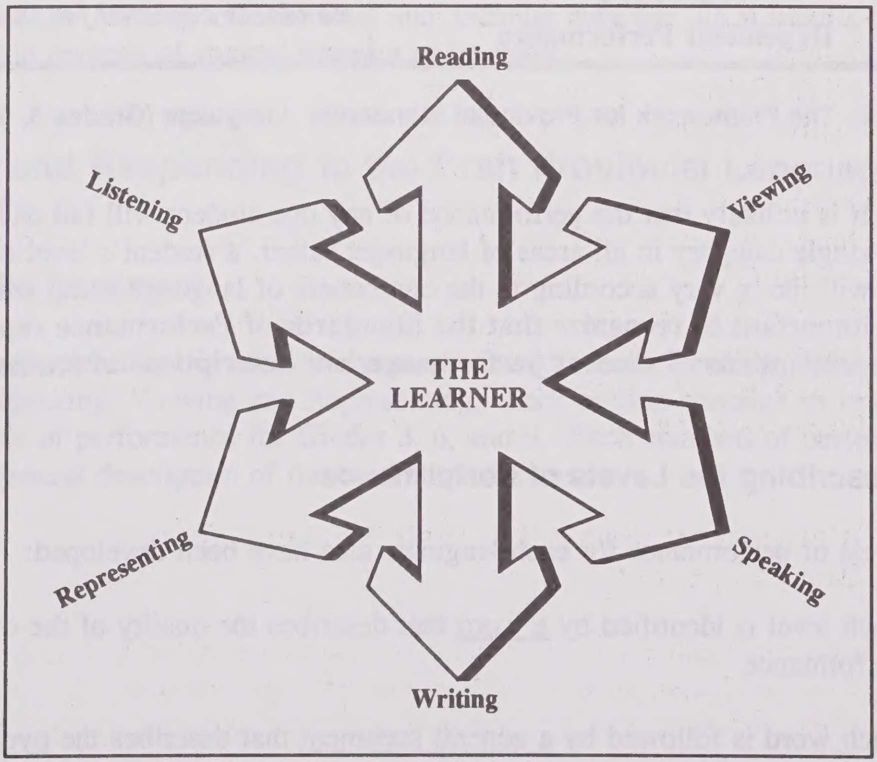


Figure 3. Integration of Language Learning

6. For the ends of Grades 3, 6, and 9, a provincial language standard for each of these areas has been described in terms of an expected range of performance. The scale describes six levels of performance, **with the standard (the expected range of performance) for that grade being levels three, four, and five.** Performance at levels one and two would be considered to be *not yet at the standard*, and level six performance to be *beyond* the expected performance for that grade (see Fig. 4).

LEVEL 6 **Superior Performance**	***Students performing beyond the range of standards expected for the grade.***
LEVEL 5 **Proficient Performance**	***Students performing within the range of standards expected for the grade.***
LEVEL 4 **Competent Performance**	
LEVEL 3 **Adequate Performance**	
LEVEL 2 **Limited Performance**	***Students not yet performing at the standards expected for the grade.***
LEVEL 1 **Dependent Performance**	

Figure 4. The Framework for Provincial Standards: Language (Grades 3, 6, and 9)

7. It is unlikely that the performance of any one student will fall exclusively into a single category in all areas of language; rather, a student's level of performance will likely vary according to the component of language being assessed. **It is important to recognize that the Standards of Performance represent descriptions of student performance, not descriptions of students.**

C. Describing the Levels of Performance

Six levels of performance for each language area have been developed:

- Each level is identified by a word that describes the quality of the overall performance
- Each word is followed by a general statement that describes the overall performance in the specific language area.

- The description is followed by a set of indicators that provide observable elements of performance.
- Each set of indicators has been organized into categories appropriate to the language area.

3. How the Standards May Be Used

Following the validation process, the Provincial Language Standards will be revised and distributed. At that time, they will provide broad standards for the province against which to assess students' learning. Their primary aim is to make a clear statement to teachers, parents, and students about students' progress towards the achievement of language outcomes.

Teachers may use the more specific outcomes as a basis for team planning in divisions. They may use the performance standards to assess an individual student's work and to plan with the student and parents for improvement. As well, teachers may use the standards when reporting student performance to parents.

School boards may use the standards to conduct board-wide reviews of student learning in language. The Ministry of Education and Training may use the standards to conduct province-wide reviews of student learning in language.

4. Reading and Responding to the Draft Provincial Language Standards

Reading the Document

This document identifies six areas of language development: Reading, Writing, Listening, Speaking, Viewing and Representing. Each section contains an introduction and standards of performance for Grades 3, 6, and 9. Each standard of performance includes a general description of the level of performance.

Follow-up and Response

The Ministry of Education and Training invites responses from teachers, parents, school boards, professional associations, the Ontario Teachers' Federation, and other interested organizations and individuals. Please use the enclosed response document or other appropriate vehicle for submitting a response. Responses must be submitted on or before Friday, September 30, 1994. Analysis of responses and subsequent revision of the document will occur in late 1994.

Some Assessment Resources:

The Common Curriculum, Ministry of Education and Training, 1993.
Anti-Racism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation, Ministry of Education and Training, 1993.
Basic English: Assessment Strategies and Materials, Ministry of Education, 1990.
Media Literacy: Intermediate and Senior Divisions, Ministry of Education, 1989.
English, Intermediate and Senior Divisions (Grades 7-12), Ministry of Education, 1987.
Assessing Language Arts, Junior Division, OAIP, Ministry of Education, 1989.

5. STANDARDS OF PERFORMANCE

Reading and Writing

Introduction: The Reading and Writing Connection

INTRODUCTION: THE READING AND WRITING CONNECTION

Although the reading and writing processes are interdependent, in this document provincial standards have been developed for each of these processes. This introduction describes the importance of each process and how they are inter-related.

Reading is a meaning-making, integrated language process that involves a lifetime of learning. Reading demands active engagement, and continuous thought at all stages of the process as readers intertwine their unique perspectives and experiences with text in their search for meaning. Mature, proficient readers who gain control of the reading process reflect upon their cognitive activities and direct their own reading. Reading makes sense.

Learning to read, like literacy learning in general, is a complex, developmental process. With support, instruction and opportunities for practice, readers move through identifiable stages or exhibit noticeable changes in their reading behaviours as they move along the continuum to independence and fluency.

> Reading is essentially a problem-solving process. The reader interprets or constructs meaning from a text by applying language knowledge and meaning-making strategies, as well as personal experience, to it. When learners read often and read a variety of texts, they develop the ability to read increasingly complex and varied materials and to do so with deeper understanding and appreciation.[2]

Writing is a complex thinking process that involves the construction of meaning. When composing in writing, ideas are generated, organized and evaluated. Decisions made during revising and editing stages require writers to rethink what they have composed to ensure clarity and coherence in their writing.

> Writing is a complex process that involves the processes of thinking and composing, the consideration of audience and purpose, the use of standard written forms, and the use of conventions of language. Although the process of writing is recursive rather than linear, it has general identifiable stages: prewriting; drafting; and revising, editing and polishing. The ways in which individuals work in and with these stages will, of course, vary. Students must have frequent opportunities to write for various purposes and audiences to develop proficiency in the skills related to the writing process as a whole as well as the skills related to the specific stages within the process itself.[3]

---

[2] The Common Curriculum, Ministry of Education and Training, 1993, p.17

[3] Ibid., p.18

The writing process supports and is supported by the reading process. What is learned through reading becomes a resource for writing; what is learned through writing assists the reader to construct meaning during the reading of the text. Reading has a profound influence on writing as maturing writers adopt authors' styles, or incorporate patterns and structures into their own texts.

> These language learning processes are interrelated and interactive: listening, speaking, reading and writing inform, support and reinforce each other. It is through ongoing engagement in these interactive language processes that learners develop language fluency.[4]

The standards for reading and writing:

- reflect development across levels and grades;
- build on the six general language outcomes in The Common Curriculum, 1993;
- reflect an analysis and synthesis of the specific outcomes for the Language area; and,
- are keyed by the following headings:

READING

- **Forms/Purposes:**

  The literary or informational forms (e.g., short story, ballad, article, included in the modes of narration, exposition, poetry and drama.

  The purposes and intentions of students in undertaking their reading (e.g., to enjoy, to conduct research).

- **Process of Comprehension:**

  The combination of knowledge, skills, strategies, required for students to make sense of the text and understand what they have read.

- **Response:**

  The demonstrations whereby students indicate their personal understanding and engagement with the author's meaning.

---

[4] Ibid., p.17

- **Features of the Text:**

  Those qualities or details of the text (e.g., spelling of a word, use of figurative language) that make it distinctive.

WRITING

- **Forms/Purposes**

  The forms of written representation used to organize the writer's experience and to communicate it to others (e.g., journals, summaries, letters, scripts, essays).

  The purposes and intentions of students in undertaking their writing (e.g., to inform, to describe, to report, to give voice to imagination). These purposes tend to determine the form.

- **Composing Process:**

  The phases, recursive in nature, that a writer goes through to locate, capture, shape and then revise and edit their writing, either alone or in collaboration with others. Decisions about audience and purpose inform the whole process.

- **Organization/Style:**

  The methods by which writers arrange their main ideas or events and the details or evidence which provides support in order to ensure that the whole piece of writing is clear, coherent and unified (e.g., comparison/contrast, chronological order, cause and effect). The devices used by writers to add colour, depth and perspective to their writing (e.g., humour, sentence structure, imagery).

- **Conventions of Text:**

  Those elements of spelling, punctuation, grammar and usage, handwriting, typing/keyboarding, graphic and layout on the page used to facilitate communication.

READING

A. General Indicators for Emergent Literacy: Reading

B. Standards of Performance

End of Grade 3
End of Grade 6
End of Grade 9

A. General Indicators for Emergent Literacy

Oral Presentation/Talk

The student:

- follows the rhythm of language in material read aloud.
- recognizes sounds and words in orally presented material.
- recognizes and identifies conventional patterns of language (e.g., sentence patterns, story patterns).
- makes connections between personal experience and text.
- retells, makes predictions and interpretations to determine meaning from material read aloud.
- understands and appreciates the multiple purposes and uses of reading by responding to orally presented texts by laughing, joining in on a favourite part, commenting or questioning.

Forms/Purposes

The student:

- depends on teacher support to identify purpose for reading.
- requires teacher support to understand familiar environmental print including names, signs and logos.
- follows simple predictable text in enlarged texts.

Process of Comprehension

The student:

- uses pictures to retell a story or relate past events.
- recognizes printed messages make sense.
- understands that the message is preserved by the print by identifying familiar and favourite stories.
- follows a text, page by page, attempting to match his/her memory of the selection with the actual words on the page.
- develops a memory for text from familiar materials (e.g., charts, big books).
- develops a bank of words recognized by sight, including high frequency words encountered in written texts (e.g., familiar stories, charts, lists).
- understands that what is learned in reading can be used in writing (e.g., words have individual graphic features).

Features of Text

The student:

- learns to recognize letters of the alphabet, including both upper and lower case.
- understands that print, not the pictures carries the meaning.
- recognizes pictures that contain meaning that may support the printed message.
- understands directionality of print (left to right, top to bottom).
- understands the concept of a word as a unit of meaning, that has boundaries and is separated one from another by white spaces.
- needs teacher support in recognizing and understanding the meaning embedded in simple punctuation (e.g., periods).

B. GRADE 3
Reading – Standards of Performance

Level 1 – Grade 3 Dependent Reading

The reading performance demonstrates minimal control of reading. The student is able to read simple, predictable, familiar texts with support. The student listens to stories read aloud and responds when encouraged. The reading demonstrates a limited use of strategies to construct meaning independently.

Forms/Purposes:

- requires support to identify purpose for reading.
- identifies and uses familiar environmental print including names, signs, and logos.
- reads simple predictable text in favourite picture books or enlarged texts, with some support.

Process of Comprehension:

- uses pictures to retell a story or relate past experiences.
- engages in slow, deliberate word-by-word reading.
- recognizes a small number of words on sight.
- follows a text page by page, attempting to match his/her memory of the selection with the actual words on the page.
- requires teacher support in using simple cues from the text (semantic, syntactic, and graphophonic cues) to construct meaning.
- requires teacher support in using strategies (predicting, confirming, gaining information from illustrations) to construct meaning.

Response:

- responds to stories that contain humour.
- makes comments or asks questions about favourite texts or selections.

Features of Text:

- understands the meaning cues provided by print features such as most letters of the alphabet, bold face print, enlarged print, and special arrangements on the page.
- understands directionality of print (left-to-right, top-to-bottom) and the concept of a word as a unit.
- needs reminders to recognize and use punctuation.

GRADE 3
Reading

Level 2 – Grade 3 Limited Reading

The reading performance demonstrates some control of reading. The student shows an interest in reading and is able to read a selection of simple texts independently. The reading demonstrates an ability to construct concrete meaning.

Forms/Purposes:	• demonstrates an awareness of the purposes for which people read • reads to gain information, relying on teacher support to access library resources. • "reads" picture books, and self-created material as a means of sharing experiences. • reads an increasing variety of simple texts.
Process of Comprehension:	• relies on familiar patterns in predictable texts to obtain concrete meaning. • recalls characters and/or sequences of events from a story. • uses simple clues from the text (semantic, syntactic, and graphophonic) to construct meaning. • requires teacher reminders in using strategies (predicting, confirming, gaining information from illustrations) to construct meaning.
Response:	• responds to a range of simple texts by joining in on predictable and familiar texts during shared reading, commenting and/or questioning during discussions. • responds to texts by engaging in writing, talking, re-reading, drama or visual arts.
Features of Text:	• demonstrates an increased awareness of upper and lower case letters, bold face print, enlarged print, and special print arrangements. • demonstrates understanding of the sentence as a unit of text. • demonstrates an increased awareness of the meaning and functions of punctuation (e.g., periods, exclamation marks, question marks).

GRADE 3
Reading

Level 3 – Grade 3 Adequate Reading

The reading performance demonstrates control of reading. The student reads with understanding texts which are within the student's actual or imagined experience. The student willingly shares responses with others. The reading demonstrates an ability to construct concrete meaning and some abstract meaning.

Forms/Purposes:

- reads material to gain information which is relevant and meaningful, making use of school library resources with assistance.
- reads favourite stories and poems and other materials with assistance.
- recognizes the main purposes for which people read.

Process of Comprehension:

- constructs concrete meaning in a range of simple texts and makes some inferences and predictions based upon information from the text.
- uses background knowledge of the topic, sound/letter correspondences, contextual information and language structures to gain meaning from text and self-corrects when there is an obvious disruption of meaning.

Response:

- reflects upon reading and records ideas or expresses understanding (e.g., diary, journal, picture-making, drama) about the main elements of a story.

Features of Text:

- uses titles, headings and other features of the text (e.g., illustrations, size of print) to identify key ideas.
- demonstrates awareness of the paragraph as a unit of text.
- demonstrates awareness of simple plot structures.
- demonstrates awareness of punctuation as a cue to meaning but may not always respond appropriately to punctuation when reading orally.

GRADE 3
Reading

Level 4 – Grade 3 Competent Reading

The reading performance demonstrates a firm control of reading. The student reads with understanding and fluency when text is sufficiently matched to personal experience in a variety of classroom situations for a range of purposes. The reading demonstrates an ability to construct both concrete and abstract meaning.

Forms/Purposes:	• reads a variety of informational material, making use of school library resources independently. • reads a wider variety of literature for entertainment. • demonstrates understanding of the main purposes for which people read.
Process of Comprehension:	• understands concrete meaning in more complex texts and can make inferences and predictions based on information in the text. • uses background experience, knowledge of language and sound/letter correspondences to identify new words, with increasing fluency and adopts appropriate corrective strategies (e.g., rereads, asks for help) when inaccuracies disrupt the flow of meaning.
Response:	• relates elements of a work of literature to personal feelings, attitudes and experiences (e.g., identifying favourite character, word or passages).
Features of Text:	• uses a table of contents and simple graphs and charts to find information. • recognizes some specific aspects of an author's style (e.g., plot structure, repetition, characterization). • demonstrates understanding of the purpose of punctuation and usually pauses, alters tone and inflection appropriately during rehearsed oral readings.

GRADE 3
Reading

Level 5 – Grade 3 Proficient Reading

The reading performance demonstrates a fluent and flexible control of reading. The student reads independently, taking risks with unfamiliar material. The reading demonstrates an ability to construct both concrete and abstract meaning and a growing understanding of reading as a means of extending personal experiences.

Forms/Purposes:

- demonstrates understanding of the range of purposes for which people read.
- reads more complex informational material.
- reads more complex literature that reflects many cultural perspectives (e.g., chapter books).

Process of Comprehension:

- identifies main ideas, significant details, sequence of events and interprets the actions of characters in relationship to self and can distinguish fact and opinion.
- uses all the strategies of a fluent, capable reader and monitors own comprehension (e.g., predicting, confirming, self-correcting, adjusting reading rate).

Response:

- responds to reading, reflecting on the main elements of a story, using various forms of creative expression to communicate feelings and experiences.

Features of Text:

- uses maps, charts and other graphic displays to gain information.
- recognizes aspects of style, (e.g., story structure, sentence length, the importance of dialogue in bringing characters to life).
- responds appropriately to punctuation cues.

GRADE 3
Reading

Level 6 – Grade 3 Superior Reading

The reading performance demonstrates a fluent and independent command of reading. The student demonstrates an appreciation that reading is a means of learning about other people's ideas, experiences and feelings. The reading demonstrates an ability to construct meaning from the simple and concrete to some complex and abstract.

Forms/Purposes:	• selects reading material for a variety of personal and academic purposes. • reads a wider range of more complex informational material. • reads and understands a wider range of more complex literature that reflects many cultural perspectives.
Process of Comprehension:	• uses all the strategies of a fluent reader, adjusting the rate depending upon the purpose and nature of the material, persisting with a text that goes beyond immediate knowledge and skill.
Response:	• makes comparisons and judgements about ideas, characters and events in more complex texts in terms of personal experiences. • uses reading as a stimulus for personal writing, discussion, drama and other forms of expression.
Features of Text:	• recognizes techniques used by the author to deepen and extend meaning for their readers (e.g., use of metaphor, use of illustrations and graphics). • uses experience with reading to add new words and phrases to vocabulary.

B. GRADE 6
Reading – Standards of Performance

Level 1 – Grade 6 Dependent Reading

The reading performance demonstrates minimal control of reading. The student is able to read simple, familiar texts (e.g., charts, predictable pattern books), but requires teacher support to construct meaning from unfamiliar texts and to develop a positive attitude to reading. The reading demonstrates the use of a small range of strategies to construct meaning on an independent level.

Forms/Purposes:

- constructs meaning from narratives with simple plots and predictable characters.
- requires concrete instructions before beginning each assignment.
- recognizes and understands the characteristics of a few literary forms (e.g., lists, poems).
- often requires assistance in locating important information in the text.
- follows printed text during shared reading.

Process of Comprehension:

- demonstrates comprehension at the literal level, but requires support and prompts to make inferences.
- reads cautiously, using a slow deliberate word-by-word style.
- recognizes a small number of words known on sight.
- requires teacher support in using limited cues from the text (semantic, syntactic, and graphophonic cues) to construct meaning.
- requires teacher support in using strategies (predicting, confirming, gaining information from illustrations) to construct meaning.

Response:

- responds personally to stories with simple, uncomplicated plots, but needs reminders to find support for judgements and conclusions.

Features of Text:

- understands the purposes of simple textual features (e.g., bold-face print, table of contents).
- requires teacher reminders to understand and use punctuation.

GRADE 6
Reading

Level 2 – Grade 6 Limited Reading

The reading performance demonstrates some control of reading. The student requires significant guidance and encouragement both to engage in and realize the value of reading for personal and classroom purposes. The reading demonstrates the ability to construct concrete meanings.

Forms/Purposes	• limits selection of materials according to interest and reads simple texts to complete tasks, with assistance. • recognizes the characteristics of a limited number of forms of reading e.g., newspaper, poem, riddles, magazines. • finds information from easily accessible resources to complete tasks (e.g., accesses library resources with guidance). • reads simple literature texts which contain repeated patterns.
Process of Comprehension:	• reads simple texts carefully to construct concrete meaning. • uses a limited range of textual and contextual strategies to read with guidance and to predict explicit outcomes in simple texts.
Response:	• personally responds to various aspects in simple texts and makes some unsupported judgements.
Features of Text:	• identifies familiar words and word patterns. • attends partially to cues to meaning provided by punctuation.

GRADE 6
Reading

Level 3 – Grade 6 Adequate Reading

The reading performance demonstrates control of reading. The student willingly reads more complex material using a variety of strategies for personal and academic purposes. The reading demonstrates an ability to recognize and construct concrete meaning and some abstract meaning.

Forms/Purposes

- chooses texts for personal needs and interests in classroom situations.
- recognizes the characteristics of familiar forms (e.g., poems, stories, magazines, plays) and genres (e.g., adventure, mystery, fantasy, realistic fiction) with guidance.
- identifies and locates information required to complete assigned task with support.
- reads literature texts independently.

Process of Comprehension:

- reads simple texts with fluency and reads some complex texts to construct concrete meaning, with assistance.
- uses a variety of textual and contextual clues to read and make more complex predictions, with support.

Response:

- responds to personally relevant ideas and empathizes with fictional characters, providing support from the text.

Features of Text:

- recognizes simple organizational patterns, sentence structures, spelling and grammatical constructions.
- uses punctuation to guide reading and as an aid to meaning.
- acquires new vocabulary from reading.

GRADE 6
Reading

Level 4 – Grade 6 Competent Reading

The reading performance demonstrates a firm control of reading. The student engages in and values reading for personal purposes and for purposes related to classroom tasks across the curriculum. The reading demonstrates an ability to construct both concrete and abstract meaning.

Forms/Purposes:

- selects from a wider range of material and reads for enjoyment, information and learning in a variety of cross-curricular tasks.
- recognizes the characteristics of familiar forms (poems, stories, magazines, newspapers, plays) and genres (adventure, mystery, fantasy, realistic fiction).
- selects information from a variety of sources relevant to tasks.
- reads a wider variety of literature independently.

Process of Comprehension:

- constructs concrete and abstract meaning from complex texts, with support.
- uses a variety of textual and contextual clues to read complex texts and to adjust predictions while reading.

Response:

- makes well-supported judgements about story events, characters, ideas and relates these to personal life experiences.
- identifies personal preferences in authors and texts.
- compares information from different sources, with assistance.

Features of Text:

- recognizes the use of organizational patterns, sentence and grammatical constructions and vocabulary for a variety of purposes.
- uses features of text such as drawings, captions, graphs, headings as a means of checking understanding.
- acquires new vocabulary from reading and recognizes specialized vocabulary in own oral and written work.

GRADE 6
Reading

Level 5 – Grade 6 Proficient Reading

The reading performance demonstrates a confident and fluent control of reading. The student values reading for learning and enjoyment and demonstrates a growing appreciation of complex texts which reflect other cultures and peoples. The reading demonstrates an ability to construct meaning ranging from simple to complex and concrete to abstract.

Forms/Purposes:

- reads extensively and intensively for enjoyment, information and learning.
- identifies and describes the characteristics of most familiar forms and genres.
- reorganizes selected information (e.g., electronic text) to complete tasks.
- reads more complex literature that reflects many cultural perspectives.

Process of Comprehension:

- constructs concrete and abstract meaning in complex texts and some sophisticated texts (e.g., fantasy, science fiction, media).
- adjusts reading rate, uses a variety of textual and contextual strategies and justifies informed predictions while reading.

Response:

- reflects upon and makes well-informed judgements about events, characters and ideas in terms of personal and general experience.
- reflects upon reasons for personal preference in authors and texts.
- compares information from a variety of sources.

Features of Text:

- demonstrates awareness of stylistic techniques used by authors to achieve effects.
- recognizes the appropriate use of standard and non-standard language constructions.
- consistently uses features of text such as drawings, captions, graphs, headings as a means of checking understanding.
- expands personal vocabulary through reading.

GRADE 6
Reading

Level 6 – Grade 6 Superior Reading

The reading performance demonstrates a fluent and independent command of reading. The student explores a variety of sophisticated texts for personal and academic purposes and gains insight into other peoples and cultures. Reading demonstrates an ability to construct meaning ranging from the simple and concrete to the more complex and abstract.

Forms/Purposes:	• reads extensively and intensively for personal and academic purposes. • recognizes the appropriateness of the match between the form or genre chosen by the author and the content. • synthesizes material from a variety of informational sources to complete tasks. • reads and interprets complex literature involving moral and social issues.
Process of Comprehension:	• constructs concrete and abstract meaning from sophisticated texts. • adjusts reading rate, uses a variety of textual and contextual clues and makes informed, insightful predictions while reading.
Response:	• reflects upon and makes insightful judgements about events, characters, ideas and integrates these with own and others' ideas and experiences. • articulates reasons for personal preferences in authors and texts. • compares and evaluates information from a variety of sources.
Features of Text:	• appreciates the stylistic features of a wide variety of forms and genres. • appreciates language constructions of other peoples, cultures, and dialects. • integrates all of the meaning cues provided in the text such as punctuation, illustrations and topic headings. • habitually uses vocabulary acquired from reading in own oral and written language.

B. GRADE 9
Reading – Standards of Performance

Level 1 – Grade 9 Dependent Reading

The reading performance demonstrates minimal control of reading. The student requires significant assistance to read simple texts and to develop a positive attitude towards reading. The reading demonstrates an awareness of some concrete meaning.

Forms/Purposes:

- listens to simple texts read aloud to complete an assigned task.
- recognizes certain familiar forms of fiction and non-fiction read aloud.
- depends on others to see connections between simple sources of information.
- reads simple forms of literature depending on others to make connections between ideas and values.

Process of Comprehension:

- listens to simple texts to construct concrete meaning (e.g., tends to focus on plot/action details in literature).
- recognizes a small number of words in text.
- requires teacher support in using simple cues from the text (semantic, syntactic, and graphophonic) to construct meaning.
- requires teacher support in using strategies (predicting, confirming, self-monitoring) to construct meaning.

Response:

- makes simple and unsupported judgements about texts which have a strong personal appeal.
- responds through a personal connection to a text, often in the form of a retelling of events.

Features of the Text:

- listens for and identifies familiar words and word patterns.
- attempts to use words learned from reading in own speech and writing.
- requires teacher reminders to attend to and use punctuation.
- makes some use of the features of text (table of contents, headings, illustrations) to assist in constructing meaning.

GRADE 9
Reading

Level 2 – Grade 9 Limited Reading

The reading performance demonstrates some control of reading. The student needs encouragement and support to engage in reading activities, reading simple texts and requiring significant assistance with complex texts. Reading demonstrates an ability to construct concrete meaning.

Forms/Purposes:

- reads a limited range of texts for personal enjoyment and to complete an assigned task.
- reads some forms of fiction and non-fiction.
- reads simple sources of information and makes connections with assistance.
- reads simple forms of literature and can explore connections between ideas and values with support.

Process of Comprehension:

- reads simple texts to construct concrete meaning or strongly implied meaning, concentrating on sections of text that are easily understood.
- relies on contextual clues (e.g., titles, pictures and diagrams) to support the use of textual clues in constructing meaning.

Response:

- makes simple and unsupported judgements about content and purpose of texts which have a strong personal appeal.
- extends meaning by making connections between personal experience and the content of texts.
- focuses response primarily on concrete details related to plot and character.

Features of the Text:

- recognizes words, word patterns and sentence structures.
- adopts words learned in reading in own speech or writing.

GRADE 9
Reading

Level 3 – Grade 9 Adequate Reading

The reading performance demonstrates control of reading. The student reads willingly and responds to simple and more complex texts. The reading demonstrates an ability to construct concrete meaning and some abstract meaning.

Forms/Purposes:

- reads for personal and classroom purposes to complete assigned tasks, generally responding to some texts more strongly than others.
- reads familiar forms of fiction (e.g., stories, poems, plays) and non-fiction (e.g., letters, reports, articles).
- locates, reads and makes connections between information from a variety of sources.
- reads a variety of types of literature (e.g., poetry, prose, drama) and demonstrates a growing understanding of his/her own culture.

Process of Comprehension:

- constructs abstract meaning in simple texts and concrete meaning in more complex texts.
- uses a variety of textual and contextual clues to construct meaning.

Response:

- makes supported judgements about more complex texts and discusses these in terms of personal experience.
- connects some levels of meaning by applying personal experience to the content of texts.
- begins to respond to more subtle elements of text (e.g., motivation, relationships).

Features of the Text:

- recognizes appropriate grammatical structures and vocabulary used for various purposes.
- recognizes the differences between the language used in texts and language used in speech and adapts some of these elements in own speech and writing.

GRADE 9
Reading

Level 4 – Grade 9 Competent Reading

The reading performance demonstrates a firm control of reading. The student reads and responds well to a wider range of texts both inside and outside of class, demonstrating persistence with complex texts. Reading at this level is characterized by an ability to construct meaning ranging from the simple and concrete to the complex and abstract.

Forms/Purposes:
- reads beyond assigned texts to complete tasks and for personal and academic purposes.
- reads a wider range of forms of fiction and non-fiction, including some cross-curricular and multicultural material.
- reads, analyzes and synthesizes some complex information from a variety of sources (e.g., journals, databases).
- reads, analyzes and interprets literature that explores a range of issues reflected in our Canadian multicultural society.

Process of Comprehension:
- constructs concrete and more abstract meaning in complex texts.
- uses a variety of textual and contextual strategies to construct meaning, adjusting reading rate (skimming, scanning, careful reading) to suit the purpose.
- re-reads, when prompted, to clarify and expand understanding.

Response
- makes well supported judgements about elements such as theme, content and style.
- develops and clarifies various levels of meaning by applying personal experience, both real and imaginary, to the content of texts.
- compares information from a variety of sources.
- often reflects on ideas of others to expand and clarify own responses.

Features of the Text:
- recognizes a range of literary and stylistic devices used to create effects (e.g., figures of speech, symbols).
- use texts as sources for learning about language and incorporates elements in own speech and writing.

GRADE 9
Reading

Level 5 – Grade 9 Proficient Reading

The reading performance demonstrates a confident, independent and effective control of reading. The student reads widely and frequently. Reading at this level is characterized by an ability to construct meaning ranging from the simple and concrete to the complex and abstract.

Forms/Purposes:

- reads extensively beyond assigned texts and intensively for personal and academic purposes.
- reads a wider range of forms of fiction and non-fiction, including cross-curricular and multicultural material.
- reads, analyzes and synthesizes complex information from a wide range of materials including data bases and media.
- reads, analyzes and interprets complex literature that explores intellectual, moral and social issues reflected in our Canadian multicultural society.

Process of Comprehension:

- constructs abstract meaning in complex texts and concrete meaning in sophisticated texts.
- reads accurately, demonstrating effective control of a wide range of reading strategies.
- re-reads text to clarify and expand understanding.

Response:

- makes well supported, informed judgements about an author's content and style and relates them to abstract concepts as well as personal experiences.
- explores all levels of meaning by applying personal experience, both real and imaginary, to the content of texts.
- compares and evaluates information from a variety of sources.
- discusses and integrates ideas of others in own responses.

Features of the Text:

- recognizes the appropriate use of vocabulary, stylistic devices (i.e. italicized or bold print) and standard and non-standard language constructions that reflect different cultures and times.
- uses a variety of texts as sources for learning about language and as models of organization in creating his/her own texts.

GRADE 9
Reading

Level 6 – Grade 9 Superior Reading

The reading performance demonstrates a confident, independent and perceptive command of reading. The student enjoys sophisticated texts and reads widely and deeply. Reading at this level is characterized by an ability to construct meaning, ranging from the simple and concrete to the most complex and abstract.

Forms/Purposes:	• reads independently and perceptively for personal and academic growth and purposes appropriate to the task. • reads an increasingly wider range of forms of fiction and non-fiction, including cross-curricular and multicultural material. • reads, analyzes and synthesizes very complex information in an original way from a wide range of materials including data bases and media. • reads, analyzes and interprets sophisticated literature that explores intellectual, moral and social issues reflected in our Canadian and global society.
Process of Comprehension:	• constructs very complex and subtle levels of meaning in sophisticated texts. • reads efficiently and accurately using a wide range of reading strategies.
Response:	• makes insightful judgements about the meaning and effect of stylistic and thematic features including those related to culture, class and gender bias. • integrates all levels of meaning by applying wide personal experience, both real and imaginary, to the content of texts. • begins to recognize that literature and story are central to what it means to be literate. • compares and evaluates information from a variety of sources to draw own conclusions.
Features of the Text:	• recognizes the use of literary patterns and specialized language constructions for their contribution to the meaning in different types of texts (e.g., stream of consciousness).

WRITING

A. General Indicators for Emergent Literacy: Writing

B. Standards of Performance

End of Grade 3
End of Grade 6
End of Grade 9

A. General Indicators for Emergent Literacy: Writing

Forms/Purposes

The student:

- uses and understands the role of graphics, illustrations, labelled diagrams, and other visual materials to convey meaning.
- uses conventional structures and patterns from oral language in his/her writing
- labels a picture and write a simple sentence.
- understands that writing is a means of recording personal communications.
- understands that writing can have a variety of functions (e.g., labelling, completing a library card, making signs).
- writes to share feelings, experiences using labels and available vocabulary.

Composing Process

The student:

- understands that writing has directional stability.
- develops an awareness that letters can be mapped onto speech sounds.
- uses approximated spelling to record words.
- recognizes that reading and writing involve attending to letters, letter sequences and patterns, word boundaries.

Organization/Style

The student:

- produces simple writing characterized by a few ideas which may or may not be connected.

Language Conventions:

The student:

- understands that letters can be written in upper and lower case forms, or in printed or cursive script (may or may not be able to read or write cursive script, but aware that it is another form of the English alphabet).
- may or may not intermix upper and lower case forms of alphabet in independent writing.
- includes evidences of approximated spelling in independent writing.
- may or may not include some experimentation with simple punctuation (e.g., periods).

B. GRADE 3
Writing – Standards of Performance

Level 1 – Grade 3 Dependent Writing

The writing performance involves talking, drawing and other forms of representation. The student requires support to produce written language. The writing demonstrates the student's attempt to represent ideas and feelings.

Forms/Purposes:

- composes simple personal communications such as messages, cards and lists, using models.
- uses drawings, graphs and diagrams to represent or record information.

Composing Process:

- conveys brief written messages during play and other informal situations.
- benefits from talk and support in generating ideas for writing during the rehearsal stage.
- needs support during transcription to extend and expand writing.

Organization/Style:

- creates a few sentences on a continuing theme with some awareness of beginning and end.
- writes for self and others.

Language Conventions:

- demonstrates some knowledge of conventional spelling of frequently-used words.
- produces approximations that represent most consonant sounds and blends heard in words.
- needs reminders about the importance of neat, legible writing in final products.

GRADE 3
Writing

Level 2 – Grade 3 Limited Writing

The writing performance demonstrates control of simple structures. The student exhibits some satisfaction when encouraged to produce writing with the reassurance of support. The writing demonstrates an ability to recount personal experiences.

Forms/Purposes:	• begins to experiment with narrative to tell a story. • engages in informational writing for personal communication and recording, using simple formats (e.g., notes, labels, messages).
Composing Process:	• participates in writing activities, with support, to focus and develop ideas, but the initial draft tends to be the final copy. • demonstrates a growing awareness of the value of sharing writing with others for feedback.
Organization/Style:	• uses the model of beginning, middle and end to shape story writing. • follows models of familiar text (e.g., birthday cards, signs, recipes) for organization. • uses sentence structures with a heavy reliance on connectors (and, but) to link ideas. • writes primarily for self, with little concern for audience.
Language Conventions:	• demonstrates beginning control of standard spelling of frequently used words. • uses both print and cursive writing when required but prefers to use print.

GRADE 3
Writing

Level 3 – Grade 3 Adequate Writing

The writing performance is characterized by efforts to produce a variety of forms. The student may need support on occasion but generally writes willingly and takes personal pride in sharing the work produced. The writing demonstrates the ability to communicate experiences and ideas to others.

Forms/Purposes:

- uses basic features of the narrative form to tell a story.
- experiments with simple types of informational writing (e.g., notes, messages) for a few different purposes (e.g., to inform, to record).

Composing Process:

- engages in writing activities and, with encouragement and support, begins to revise and edit.
- confers with teachers and peers to obtain feedback on areas for improvement.

Organization/Style:

- attempts to combine the basic elements of a story (e.g., setting, problem, response, solution).
- attempts to organize informational writing into logical sections.
- produces simple sentences with the use of connectors (and, so, but).
- demonstrates some sense of audience, particularly when writing to entertain.

Language Conventions:

- demonstrates standard spelling of a core of high frequency words.
- uses reasonably accurate sound/symbol approximations to represent unfamiliar words.
- produces cursive writing for most writing activities.
- experiments with punctuation, using periods and capitals accurately.

GRADE 3
Writing

Level 4 – Grade 3 Competent Writing

The writing performance demonstrates control over a variety of simple forms. The student may need guidance in working through a writing process but generally writes with confidence and commitment to the task. The writing demonstrates skill in communicating ideas, feelings and information.

Forms/Purposes:	• writes simple stories and poems to express personal feelings. • uses familiar forms of informational writing (e.g., notes, letters, memos, lists) for a range of purposes.
Composing Process:	• takes ownership for drafting material, and uses resources to help with basic revision and editing. • confers with teachers and peers to obtain feedback. • begins to take more responsibility for monitoring progress.
Organization/Style:	• organizes stories around a basic plot with a distinct beginning, attempting to use paragraphing to indicate change in setting, time, character. • records and communicates information and knowledge using the support of organizers (e.g., webs, tree diagrams) into logical sections. • experiments with a variety of types of sentences, relying on connectors (and, so, but) to sustain cohesion. • demonstrates an emerging sense of audience by giving attention to details of time, place and character. • uses simple diagrams to enhance communication.
Language Conventions:	• uses capital letters and periods accurately. • spells high frequency words with increased accuracy and attempts to spell unfamiliar words using reasonable sound-symbol approximations.

GRADE 3
Writing

Level 5 – Grade 3 Proficient Writing

The writing performance demonstrates control of a variety of forms and confidence in experimenting with these forms in other areas of the curriculum. The student writes independently initiating activities inherent in a writing process. Writing produced demonstrates imagination and increased clarity in the communication of ideas, feelings and information.

Forms/Purposes:

- produces writing in a wider range and variety in all areas of the curriculum (e.g., stories, notes, lists, poems, reports).
- shows more control of the familiar forms of fiction (story, poem, script).
- demonstrates increased control of different forms of informational writing (e.g., to relate, explain, report).

Composing Process:

- engages in all phases of a writing process, including basic revision, attempting to edit spelling and punctuation independently, using available print and computer resources.
- reflects on own process (e.g., keeps a learning log) and can discuss solutions to own writing problems.

Organization/Style:

- uses paragraphing in written narratives to indicate changes in setting, time or character.
- organizes informational writing around a logical pattern or sequence of events.
- demonstrates increasing control over a variety of sentences, structures and patterns.
- demonstrates an awareness of audience and the reader's needs by developing the writing with increasingly explicit details.
- experiments with graphics to develop and support ideas.

Language Conventions:

- demonstrates control of basic punctuation, although continues to experiment and over-generalize.
- spells most high frequency words correctly on final copy, using approximations for less commonly used words.

GRADE 3
Writing

Level 6 – Grade 3 Superior Writing

The writing performance at this level is characterized by the ability to produce a variety of forms in all areas of the curriculum. The student is able to reflect on own growth as a writer. The writing at this level consistently demonstrates originality and superior skill.

Forms/Purposes:

- shows increasing control of a widening range of narrative and non-narrative forms including stories, poems, reports and instructions.
- uses writing for a variety of purposes (e.g., as a means of communicating information, to entertain).
- selects from a wider range of fiction forms (e.g., story, play, poem) to express experiences.
- records and conveys information in clear, well-organized forms appropriate to the purpose.

Composing Process:

- uses a variety of strategies flexibly in all phases of a writing process to produce writing.
- tracks work in progress and published pieces and reflects on self, peer and teacher assessment to improve writing.

Organization/Style:

- develops stories and information around a plausible sequence, experimenting with organizational strategies for more complex forms (e.g., chapter and "volumes").
- uses a variety of types of sentences, experimenting with connectors to show relationships such as time, cause and effect and uses unusual words with enthusiasm and imagination.
- demonstrates a clear sense of audience by elaborating details including statements to support and explain ideas and by using graphics to clarify meaning.

Language Conventions:

- uses an expanding repertoire of vocabulary with most words spelled correctly in the final copy and with increasing accuracy in the approximations of less commonly used words.

B. GRADE 6
Writing – Standards of Performance

Level 1 – Grade 6 Dependent Writing

The writing performance reflects a narrow range of forms. The student depends on support and encouragement to produce short pieces of simple writing for assigned tasks. As experience with written and printed English increases, the student's writing reflects an increased awareness of the meaning and use of standard conventions.

Forms/Purposes:
- uses simple models (e.g., oral re-telling of a story, copying patterns) as aids in writing about personal experience.
- produces simple messages that may include graphics, labels and brief notes for personal use.

Composing Process:
- needs prompting to generate ideas for writing, and support in organizing those ideas.
- benefits from teacher and peer assistance in planning and initiating writing.
- makes only minor revisions to text.

Organization/Style:
- copies key vocabulary and statements to communicate simple information.
- frequently writes personal narrative that describes a series of events.
- writes for self rather than others.

Language Conventions:
- uses simple words and sentence structures to express ideas.
- needs reminders to use classroom resources (e.g., charts, dictionaries, thesauri) for assistance with spelling and punctuation.
- relies on own language for expression.

GRADE 6
Writing

Level 2 – Grade 6 Limited Writing

The writing performance at this level is characterized by efforts to use writing primarily as a means of conveying personal experiences. The student requires support and guidance to carry out assigned tasks. The writing indicates a growing awareness of the conventions of language used in writing for an audience.

Forms/Purposes:	• writes personal stories and accounts about high interest events. • writes simple notes, letters, explanations to inform about clearly defined topics.
Composing Process:	• writes and revises a first draft by correcting simple errors. • asks for help and feedback while writing.
Organization/Style:	• attempts to organize a main idea using simple sentences. • writes stories using a simple sequence or chronological order, and makes simple connections between events (e.g., and then I....and then I). • writes mainly for self with some awareness of a limited audience. • adds a few specific details to improve communication in response to suggestions from others.
Language Conventions:	• uses standard spelling for key words and shows a limited awareness of grammatical structures.

GRADE 6
Writing

Level 3 – Grade 6 Adequate Writing

The writing performance at this level is characterized by efforts to produce a variety of forms of writing for a range of personal and academic purposes. The student participates willingly in writing activities but may need support to produce writing that is clear and well-reasoned. The writing demonstrates sensitivity to the requirements of an audience both in the content and the conventions of language.

Forms/Purposes:

- recognizes that some forms are better suited to specific personal and academic purposes than others
- uses simple forms of narration, drama, exposition and poetry to express personal ideas/experiences.
- writes to give information, to explain ideas and to make notes on topics.

Composing Process:

- generates ideas for writing and revises a first draft for content and accuracy.
- conferences with other people in an attempt to improve the quality of the writing.

Organization/Style:

- develops a controlling idea with some supporting details.
- uses paragraphs to support a clear storyline.
- begins to show an awareness of audience through the use of specific detail to communicate clearly (e.g., characterization, description).
- includes simple visual aids (e.g., drawings, graphs) to support communication of ideas.

Language Conventions:

- spells commonly-used words accurately and uses standard grammatical structures (capitalization, end of sentence punctuation) more consistently.
- with encouragement, uses a dictionary and a thesaurus to improve the quality of own writing.

GRADE 6
Writing

Level 4 – Grade 6 Competent Writing

The writing performance at this level is characterized by the ability to produce a variety of forms required to complete tasks across the curriculum. The student writes independently and attempts to describe own process for solving problems when writing. The writing is clear and illustrates increasing control over the conventions of written expression.

Forms/Purposes:	• consistently chooses a form appropriate to the personal or academic purpose of the writing. • selects an appropriate form (e.g., narration, drama, exposition, poetry) to express own and others' ideas, feelings and experiences. • gives clear explanations and instructions using appropriate forms and records information in an organized manner.
Composing Process:	• plans, drafts and revises the writing for clarity and consistency. • writes independently and seeks constructive feedback from others.
Organization/Style:	• develops an idea within a clear framework and provides specific details to support and to clarify meaning. • writes well-structured stories with some careful paragraphing and character development. • shows a growing awareness of audience by using appropriate expression and style according to purpose. • experiments with including more complex visual content (e.g., charts, graphs, illustrations) to improve communication in own writing.
Language Conventions:	• uses standard spelling and grammatical structures with increasing accuracy. • uses a dictionary and a thesaurus to improve own writing.

GRADE 6
Writing

Level 5 – Grade 6 Proficient Writing

The writing performance at this level demonstrates the ability to write for different purposes. The student gives evidence of valuing writing for both learning and enjoyment. The writing at this level is often imaginative and consistently demonstrates skill in communicating clearly and logically.

Forms/Purposes:
- expresses personal experience and the experience of others in well-constructed narratives, plays, poems and expositions.
- gives concise, well-informed explanations and instructions, using appropriate forms and organizes material clearly for easy access.
- experiments with adapting material from across the curriculum to a variety of forms.

Composing Process:
- uses a variety of revising and editing strategies to improve the style and effectiveness of writing.
- reflects on progress of own writing independently and in collaboration with others.

Organization/Style:
- develops and sustains a solid line of argument supported by detailed examples and logical connections in order to clarify meaning.
- develops a coherent storyline with well-connected paragraphs and consistent characterization.
- varies content and style of writing to suit audience and purpose, using a clear voice.
- frequently demonstrates effective use of charts, diagrams and illustrations to enhance communication.

Language Conventions:
- uses a variety of standard sentence structures and a wider vocabulary to communicate clearly and accurately.
- checks spelling for accuracy using a variety of resources.

GRADE 6
Writing

Level 6 – Grade 6 Superior Writing

The writing performance is characterized by the ability to produce creative, well-constructed texts consistently when completing tasks across the curriculum. The student writes skillfully and independently, valuing writing as a way to explore ideas and communicate with others.

Forms/Purposes:

- demonstrates imagination and skill in representing information from across the curriculum in a variety of forms.
- explores relationships between own and other people's experiences and cultures in a range of narrative forms.
- uses appropriate formats and registers for communicating and organizing information (e.g., letters, logs, reports, summaries, planners).

Composing Process:

- uses a variety of resources and strategies to facilitate the revising and editing process and to produce writing of high quality.
- evaluates own writing process and performance independently and through conferencing, in order to set future goals.

Organization/Style:

- organizes and develops complex ideas convincingly with specific and relevant supporting detail and uses logical connections between ideas to enhance communication.
- writes well-constructed narratives with consistent characterization and skillful handling of time and place.
- demonstrates sensitivity to the needs of the audience by adapting content and style using a strong voice.
- demonstrates skillful use of charts, diagrams and illustrations to enhance communication.

Language Conventions:

- uses standard spelling and appropriate grammatical structures with control and consistency.
- checks spelling and grammatical structures using a variety of resources.

B. GRADE 9
Writing – Standards of Performance

Level 1 – Grade 9 Dependent Writing

The writing performance reflects only some of the basic elements of writing and a narrow range of forms. The amount of writing produced is minimal. The student demonstrates the need for significant support and encouragement in approaching assigned tasks in writing.

Forms/Purposes:	• demonstrates an awareness of some of the basic writing tasks. • requires support to write about personal experience in the narrative form. • uses signs, labels, captions and graphics to record and communicate information.
Composing Process:	• requires assistance with generating and expressing ideas. • confers with a partner for assistance with words and language conventions.
Organization/Style:	• produces a simple story or poem by attempting to follow a pattern that is provided. • organizes information around a simple idea, by copying key sentences and/or vocabulary. • writes mainly for self with little sense of voice and audience.
Language Conventions:	• shows a minimal grasp of the conventions of written language. • needs reminders to use classroom resources (e.g., charts, dictionaries, thesauri) for assistance with spelling and punctuation.

GRADE 9
Writing

Level 2 – Grade 9 Limited Writing

The writing performance conveys simple ideas and demonstrates understanding of some of the basic elements of writing. The student attempts writing tasks on topics of high personal interest, requiring support to complete assignments successfully.

Forms/Purposes:

- shows elements of strength on some of the writing tasks.
- demonstrates a preference for the narrative form and attempts simple stories and poems, when assisted.
- writes simple notes, messages for personal purposes.

Composing Process:

- seeks assistance with content, organization, revision and editing as required.
- shares writing with a selected audience for feedback, when required.

Organization/Style:

- produces a simple personal account or story in chronological order.
- organizes information around a controlling idea, using simple sentences.
- uses a simple style with limited sense of voice and audience.

Language Conventions:

- shows a tentative grasp of the conventions of written language.
- spells simple words correctly and uses standard sentence structures and punctuation.

GRADE 9
Writing

Level 3 – Grade 9 Adequate Writing

The writing performance demonstrates control of most of the elements of writing. The student writes willingly, producing writing that is clear and simple, for personal and academic purposes.

Forms/Purposes:
- performs effectively on some writing tasks.
- produces simple narrative and expressive forms to express personal ideas and experiences (e.g., adventure story, haiku).
- uses a variety of explanatory and expository forms to convey information (e.g., newspaper accounts, letters, reports) and to manage personal and academic needs (e.g., learning logs, organizers, daily planners).

Composing Process:
- generates ideas for writing and revises drafts for content, organization, style and language conventions using available resources.
- confers with teacher or peers for specific feedback.

Organization/Style:
- expresses a controlling idea with some supporting details.
- develops a clear storyline, using paragraphing effectively.
- demonstrates an occasional awareness of how content and style are adapted for an audience.

Language Conventions:
- uses the conventions of written language with evident control.
- uses standard grammatical structures, punctuation, and spelling with increasing accuracy.

GRADE 9
Writing

Level 4 – Grade 9 Competent Writing

The writing performance demonstrates general integration and control of the elements of writing. The student writes willingly, producing writing that is clear and complete, for a variety of purposes across the curriculum.

Forms/Purposes:	• generally performs effectively on all writing tasks. • expresses personal feelings, ideas, experiences and those of others, using an appropriate narrative and expressive forms (e.g., mystery story, ballad). • records and conveys information, clearly and with control, using a variety of explanatory or expository forms (e.g., charts, logs, planners, letters, reports).
Composing Process:	• plans, drafts, revises, and edits writing to complete a quality product, using available resources. • seeks out advice and feedback during the writing.
Organization/Style:	• produces a clear, controlling idea supported by relevant details. • produces a storyline with consistent characters and a clear, coherent structure. • demonstrates an awareness of audience, adapting content, style and sentence structure for various purposes and attempting to adjust voice.
Language Conventions:	• uses the written conventions for language capably using standard grammatical structures with consistent accuracy and vocabulary, punctuation and spelling appropriately.

GRADE 9
Writing

Level 5 – Grade 9 Proficient Writing

The writing performance shows effective control and integration of all the elements of writing. The student writes confidently, both independently and collaboratively, producing thoughtful and thorough writing for a range of purposes.

Forms/Purposes:	• performs strongly on all writing tasks. • expresses, compares and evaluates own and others' experience in more complex narrative and expressive forms (e.g., legends, myths, plays, poetry). • writes effectively and convincingly to inform, record, report and explain using more complex informational forms (e.g., article, report, proposal).
Composing Process:	• uses a variety of strategies for generating, drafting, revising, editing, and publishing text. • reflects on progress, seeking feedback to improve writing.
Organization/Style:	• produces a controlling idea with clear, logical and sustained organization supported by thoughtful and convincing detail. • produces carefully structured narratives with complex settings and characters. • varies content, vocabulary, style and structure to appeal to audience and exhibits a clear, consistent voice.
Language Conventions:	• demonstrates control of the conventions of written language using vocabulary, spelling, punctuation appropriately and standard grammatical structures with assurance and flexibility.

GRADE 9
Writing

Level 6 – Grade 9 Superior Writing

The writing performance demonstrates confident integration of all the elements of writing. The student is a strong and skillful writer who commands a range of resources and strategies to produce writing that is often creative, imaginative and insightful.

Forms/Purposes:	• performs equally strongly on all writing tasks. • integrates own and other people's experiences in sophisticated narratives, plays, and poems, demonstrating sensitivity to form and purpose. • writes, using appropriate informational forms for various practical purposes (e.g., letters, memos, essays, agendas, proposals, minutes).
Composing Process:	• uses a variety of resources and writing strategies to prepare work for publication, editing with a high degree of accuracy. • reflects on self as a writer by monitoring progress and setting goals for improvement.
Organization/Style:	• demonstrates the use of a controlling idea developed by complex and occasionally subtle organization supported by detail that is compelling. • develops elaborated narratives with secure control of plot and character. • develops material effectively to suit the intended audience, demonstrating a mature use of vocabulary, style and structure, and exhibiting a confident voice.
Language Conventions:	• demonstrates skillful control of the conventions of written language, using vocabulary, spelling and punctuation appropriately and standard grammatical structures with assurance and flexibility.

6. STANDARDS OF PERFORMANCE

Listening and Speaking

Introduction: The Listening and Speaking Connection

INTRODUCTION: THE LISTENING AND SPEAKING CONNECTION

The development of listening and speaking abilities is a lifelong process. Effective listening and speaking are essential for establishing and maintaining social relationships and are critical for learning. Although listening and speaking can be viewed as discrete, in communication they usually operate together. We listen and speak to interact with others, to acquire new information, to learn, to think, to imagine, and to reflect on language itself.

Listening and speaking have a dynamic and mutually supportive relationship with reading, writing, viewing and representing. In the early elementary years the listening and speaking abilities of students usually exceed their reading and writing skills and form the foundation for the acquisition of literacy. By the time students reach the secondary panel, reading and writing abilities generally support the development of more formal, abstract and refined listening and speaking skills.

Like reading, writing, viewing and representing, listening and speaking are cross-curricular. Children not only learn to listen and speak but also listen and speak to learn. The standards for listening and speaking have been developed in recognition that oral communication is essential for lifelong learning in our changing world. The standards also reflect the belief that listening and speaking are best developed through social interaction in meaningful, functional contexts.

In The Common Curriculum (1993) the outcomes for listening and speaking are combined. These standards have separated listening and speaking in recognition of the distinct role each plays in the school setting. Listening and speaking develop at different rates, typically with students' listening exceeding their speaking abilities.

Listening:

Throughout the school day, students are required to listen and understand teachers' instructions, and to listen to peers in social and academic contexts. Listening is fundamentally an active, rather than passive process. The primary purpose of listening is to understand. This involves understanding the thoughts, feelings, and motives of others in social situations. At school, students listen to understand and learn about new ideas and concepts. Effective listening also implies attention and concentration, prerequisites for all learning. During the school years, the requirements for listening increase to the extent that effective listeners develop strategies to listen in a variety of contexts.

Listening is the most subtle of all the language processes because it is invisible. Listening is assessed through observable behaviours, such as acting, speaking, reading and writing. In developing standards for listening, it is recognized that listening behaviours may be observed in a variety of ways and in combination with other language processes.

Speaking:

It is sometimes assumed that when children enter school their speaking skills are sufficiently developed to provide a basis for learning to read and write. However, current research indicates that the development of speaking continues throughout life. Prior to school entry, most children have learned to speak for conversational purposes. The demands for speaking at school, where speaking is used to think and learn, may be quite different. This literate use of language establishes the foundation for reading, writing and for learning throughout the school years. The standards reflect the development of speaking for primarily conversational purposes to the speaking for more formal purposes at school.

The standards for listening and speaking show development across levels and grades. The standards build on the six general language outcomes in The Common Curriculum (1993), and follow a consistent structure:

Forms/Purposes:	• The variety of literary forms or genres that are included in the modes of narration, exposition, poetry and drama. • The purposes and intentions of students in listening and speaking at school.
Contexts/Processes:	• The situations and circumstances in which students listen and speak in school. Rules of social communication related to these situations are included.
Conventions:	• The forms of speech, grammar and choice of vocabulary used by students when listening and speaking at school.

LISTENING

Standards of Performance

End of Grade 3
End of Grade 6
End of Grade 9

GRADE 3
Listening – Standards of Performance

Level 1 – Grade 3 Dependent Listening

Listening is demonstrated for personal and social purposes, and academic situations, with support.

Forms/Purposes:	• begins to follow simple, routine instructions with visual, contextual and teacher support. • begins to develop understanding of story elements with visual and teacher support. • shows interest in stories of other cultures. • attends to familiar topics for short periods of time, with support.
Process:	• demonstrates awareness of rules of routine social conversations with familiar peers and adults, with support. • demonstrates awareness of rules for routine, familiar instructional conversations, with teacher support. • begins to attend to, and follow, simple verbal directions and verbal announcements, with support.
Language Conventions:	• shows understanding of familiar, concrete, classroom vocabulary, with visual or contextual support. • exhibits understanding of simple, familiar sentence and grammatical structures, with contextual and teacher support. • with support, demonstrates awareness of the components of spoken language, such as intonation and vocal tone.

GRADE 3
Listening

Level 2 – Grade 3 Limited Listening

Listening is demonstrated for personal, social and some academic purposes.

Forms/Purposes

- follows simple instructions with visual, contextual and teacher support.
- demonstrates understanding of simple stories heard, with pictorial and teacher support.
- begins to demonstrate awareness of other cultures through story listening, with teacher support.
- begins to relate basic feelings of main story characters, with support.
- listens to clarify understanding of familiar topics, with support.

Process:

- begins to demonstrate awareness of the rules of social conversation with familiar peers and adults, with support.
- begins to develop awareness of rules for instructional conversations, with teacher support.
- attends to and follows routine directions and announcements.

Language Conventions:

- shows understanding of familiar, concrete classroom vocabulary.
- exhibits understanding of simple sentence and grammatical structure, with contextual support.
- with support, begins to demonstrate awareness of language components (words, sounds).

GRADE 3
Listening

Level 3 – Grade 3 Adequate Listening

Listening is demonstrated in a variety of situations with a growing understanding of audience and purpose, with support.

Forms/Purposes:

- follows teacher instructions, with visual, contextual support.
- demonstrates understanding of simple stories told, with visual support.
- begins to demonstrate awareness of culture through story listening.
- begins to demonstrate awareness of basic feeling of main story characters, with support.
- listens to clarify understanding of familiar topics.

Process:

- begins to demonstrate understanding of the basic rules of social conversation with familiar peers and adults.
- begins to demonstrate awareness of the customs of instructional conversations (e.g., when to talk).
- demonstrates understanding of directions for simple group activities or games.

Language Conventions

- shows understanding of familiar concrete and descriptive vocabulary used in the classroom.
- exhibits understanding of simple sentence and grammatical structures.
- with assistance, begins to analyze language sounds and words levels.

GRADE 3
Listening

Level 4 – Grade 3 Competent Listening

Listening is demonstrated in a variety of situations for a variety of purposes.

Forms/Purposes:

- follows teacher instructions with visual, contextual support.
- shows understanding of stories read, enacted or told, with some visual support.
- recognizes simple story structures (e.g., character, beginning, ending).
- begins to show understanding of cultures through story listening.
- begins to make personal response to feelings of main characters.
- listens to clarify understanding and extend learning on familiar topics.

Process:

- shows understanding of basic rules of social conversation with peers and teachers.
- begins to adopt the norms of instructional conversation (e.g., when to talk, how much to say).
- listens to follow simple directions and announcements.
- follows directions for group activities or rule based games.
- begins to listen to make inferences based on context.

Language Conventions:

- demonstrates understanding of literal meaning of familiar vocabulary.
- begins to show understanding of multiple meaning words as used in concrete humour.
- understands simple and complex sentence forms, including clause structures.
- demonstrates awareness of spoken language structures to analyze speech (e.g., sounds, words).

GRADE 3
Listening

Level 5 – Grade 3 Proficient Listening

Listening is demonstrated with sufficient competence to be used as a medium for learning.

Forms/Purposes:

- follows teacher instructions with little support.
- shows understanding of stories read, enacted or told, with some teacher support.
- recognizes story structural elements of plot, character and main idea.
- exhibits understanding of familiar cultures through story listening.
- makes personal response to feelings of main story characters.
- listens to clarify understanding and to extend learning on new topics.

Process:

- shows understanding of conversational rules in individual and group situations.
- adopts and follows the rules of instructional conversation.
- listens to follow extended directions and announcements.
- follows directions for complex group activities or games, with some support.
- listens to make inferences in a range of situations.

Language Conventions:

- demonstrates beginning understanding of figurative language, with support.
- shows understanding of multiple meaning words in concrete humour.
- recognizes simple to complex sentence structures.
- begins to analyze language structures at the sound and meaning levels.

GRADE 3
Listening

Level 6 – Grade 3 Superior Listening

Listening demonstrates the development of thought in a broad range of topics and sensitivity to the needs, rights and feelings of others.

Forms/Purposes:

- follows teacher instructions and directions.
- demonstrates understanding of stories heard on various topics.
- demonstrates understanding of story structure (plot, main idea) and begins to demonstrate understanding of multiple episode stories.
- demonstrates understanding of and sensitivity to culture through story listening.
- demonstrates understanding of abstract feelings of characters in stories.
- listens to clarify, modify and adapt ideas and extend understanding and learning on a range of topics.

Process:

- demonstrates understanding of conversational rules in a range of contexts.
- demonstrates understanding of and follows the customs of formal instructional conversations.
- listens to follow complex directions and announcements.
- demonstrates understanding of complex directions for group activities and games.
- listens to make inferences in new situations.

Language Conventions:

- demonstrates understanding of figurative, abstract language.
- demonstrates understanding of multiple meaning words and word relationships (e.g., antonyms, synonyms).
- recognizes the full range of sentence and grammatical structures.
- analyzes language structures to reflect on language.

GRADE 6
Listening – Standards of Performance

Level 1 – Grade 6 Dependent Listening

Listening is demonstrated, with encouragement and support, for personal purposes and in familiar academic situations.

Forms/Purposes:

- follows instructions on familiar topics with visual support and rephrasing.
- shows understanding of simple stories enacted or told by others.
- listens briefly to clarify understanding of familiar topics.

Process:

- shows understanding of styles and functions of conversational language in school routines.
- begins to adopt the norms of classroom conversations in familiar contexts, with support.
- begins to exhibit understanding of oral presentations on familiar topics, with encouragement and support.
- listens to familiar directions and information across content areas.
- listens for short periods during group discussion.
- begins to demonstrate awareness of others' feelings and experiences, with teacher support.

Language Conventions:

- shows understanding of familiar concrete classroom vocabulary.
- exhibits understanding of simple sentences.
- develops awareness of some elements of spoken language (intonation, vocal tone).

GRADE 6
Listening

Level 2 – Grade 6 Limited Listening

Listening is demonstrated for personal purposes and in familiar academic situations.

Forms/Purposes:

- follows instructions on academic topics, with visual support and rephrasing.
- begins to show understanding of elaborated stories, with visual support.
- listens attentively for short periods to clarify understanding of information.

Process:

- shows understanding of styles and functions of conversational language in familiar situations.
- begins to follow the norms of classroom conversations, including student and teacher roles, with encouragement and support.
- exhibits understanding of oral presentations on familiar topics with contextual and teacher support.
- listens to factual information and, with visual, contextual support, begins to apply critical thinking in content areas.
- listens attentively during group discussions, with encouragement.
- begins to demonstrate awareness of feelings and motives of others, with support.

Language Conventions:

- shows understanding of descriptive and concrete vocabulary from familiar academic topics.
- exhibits understanding of mainly simple and some complex sentence structures.
- with support and encouragement, demonstrates awareness of language elements (e.g., vocal tone, sounds, words).

GRADE 6
Listening

Level 3 – Grade 6 Adequate Listening

Listening is demonstrated for personal and social purposes, and in a range of academic situations, with support.

Forms/Purposes:

- begins to follow complex teacher instructions, with support.
- begins to show understanding of elaborated stories heard or seen, with several characters.
- listens attentively for longer periods to clarify and expand understanding of information.

Process:

- shows understanding of styles and functions of conversational language.
- follows norms of classroom conversations, including student and teacher roles with support.
- exhibits understanding of oral presentations on familiar topics.
- begins to demonstrate understanding of factual information as a basis for critical thinking in content areas, with teacher support.
- shows comprehension during group discussion to plan, organize and solve problems, with teacher support.
- begins to demonstrate awareness of feelings and motives of others.

Language Conventions:

- shows understanding of some new descriptive and concrete vocabulary from familiar academic topics.
- exhibits understanding of a range of simple and some complex sentence structures.
- begins to identify elements of language.

GRADE 6
Listening

Level 4 – Grade 6 Competent Listening

Listening demonstrates competence for social and academic purposes.

Forms/Purposes:

- follows complex teacher instructions with less contextual support.
- shows understanding of elaborated stories heard or seen, with embedded episodes and several characters.
- listens for different purposes for extended periods of time, to clarify understanding of new information.

Process:

- shows understanding of shifts in styles and functions in conversational language.
- follows the norms of classroom conversations and student and teacher roles.
- exhibits understanding of oral presentations on unfamiliar topics, with contextual and teacher support.
- demonstrates understanding of factual information as a basis for critical thinking, with teacher support.
- shows comprehension during group discussion to plan, organize, and solve problems.
- demonstrates awareness of feelings and motives of others.

Language Conventions:

- demonstrates understanding of some figurative, abstract language (metaphor, idiom) with teacher support.
- recognizes that simple to complex language structures are needed to express concepts and ideas.
- identifies structural elements in own spoken language, with support.

GRADE 6
Listening

Level 5 – Grade 6 Proficient Listening

Listening demonstrates effectiveness for social and academic purposes.

Forms/Purposes:

- follows complex teacher instructions with occasional support.
- shows understanding of elaborated stories, with embedded episodes, several characters, complexity in theme.
- listens attentively for extensive periods to clarify and expand understanding of information.

Process:

- shows understanding, shifts in styles and functions in conversational language in a range of contexts.
- follows the norms of formal and informal classroom conversation.
- exhibits understanding of oral reports and presentations on unfamiliar topics, with little support.
- demonstrates understanding of factual information as a basis for critical thinking in content areas.
- shows comprehension during extended group discussion to plan, organize, and solve problems.
- demonstrates sensitivity to feelings and motives of others and relates to experiences of other groups/cultures.

Language Conventions:

- demonstrates understanding of figurative, abstract language with occasional support.
- recognizes that simple to complex language structures are needed to coherently express various concepts and ideas.
- identifies and reflects on elements of language structure (phonetic, syntactic, semantic).

GRADE 6
Listening

Level 6 – Grade 6 Superior Listening

Listening demonstrates critical and analytic thinking for social and academic purposes.

Forms/Purposes:

- follows complex instructional language.
- shows understanding of complex stories seen, heard, enacted.
- listens with concentration for extended periods to enrich understanding on a range of topics.

Process:

- shows understanding of shifts in styles and functions in formal and informal conversational language.
- follows the norms of formal classroom conversations and interprets speaker cues with sensitivity.
- exhibits understanding of complex oral presentations and reports on unfamiliar topics.
- listens critically and analytically to factual information across content areas.
- shows comprehension during complex group discussions to plan, organize and solve problems.
- demonstrates understanding of and respect for issues of culture and gender and relates to feelings and motives of others in stories, plays.

Language Conventions:

- demonstrates understanding of figurative abstract, language.
- recognizes that specific language forms are required to express different content areas.
- identifies and reflects on own and others' language usage.

GRADE 9
Listening – Standards of Performance

Level 1 – Grade 9 Dependent Listening

Listening is demonstrated for high interest events and for familiar purposes.

Forms/Purposes:

- follows simple, familiar instructions.
- shows understanding of stories with multiple characters, with support.
- listens with interest to stories about experiences of characters from different backgrounds.

Process:

- demonstrates understanding of familiar conversational rules.
- with encouragement and support, begins to interpret verbal and nonverbal cues of speakers of different backgrounds.
- shows understanding of oral presentations on familiar topics with encouragement and support.
- listens attentively for short periods of time to increase understanding and learning.
- listens during group discussion, with guidance and support, to plan, organize and create practical and imaginative works.

Language Conventions:

- shows understanding of familiar subject specific vocabulary.
- recognizes standard language forms (grammar and sentence structure).

GRADE 9
Listening

Level 2 – Grade 9 Limited Listening

Listening is demonstrated for topics of personal interest and for some academic purposes.

Forms/Purposes:

- shows understanding of simple instructional language.
- begins to demonstrate understanding of some stories with complex themes and characters, with teacher and contextual support.
- listens to make sense of new information.
- begins to show awareness of differences in background and experience, with encouragement and support.
- listens attentively in many situations, and, with support, begins to apply listening strategies (e.g., mentally repeating, listening for key ideas).

Process:

- demonstrates understanding of familiar styles of formal classroom language.
- begins to interpret verbal and non-verbal cues of speakers of different backgrounds.
- shows understanding of oral presentations on familiar topics.
- listens attentively for longer periods with encouragement, and with support employs some listening strategies.
- listens during group discussion with support to plan, organize and create practical and imaginative works.

Language Conventions:

- shows some understanding of subject-specific vocabulary.
- begins to recognize some subject-specific language forms and conventions, with support.

GRADE 9
Listening

Level 3 – Grade 9 Adequate Listening

Listening is demonstrated for personal and academic purposes.

Forms/Responses:

- demonstrates understanding of complex instructional language, with visual and contextual support.
- begins to show understanding of stories with complex themes and multiple characters.
- with support, begins to listen inferentially and analytically to language and literature.
- shows growing awareness of gender and background issues, with teacher support.
- listens attentively and begins to apply listening strategies to remember information (e.g., mentally repeating, chunking).

Process:

- demonstrates understanding of most formal styles of classroom language.
- interprets some verbal and non-verbal cues of speakers of different backgrounds.
- shows understanding of oral presentations on some unfamiliar topics, with contextual and teacher support.
- listens attentively during group discussion and begins to solve problems, plan and create practical and imaginative works.

Language Conventions:

- shows understanding of subject-specific vocabulary and begins to show understanding of literal and figurative vocabulary.
- begins to recognize subject-specific language forms and conventions.

GRADE 9
Listening

Level 4 – Grade 9 Competent Listening

Listening demonstrates competence for a variety of personal and academic purposes.

Forms/Purposes:

- demonstrates understanding of complex instructional language.
- exhibits comprehension of stories heard, seen, enacted with complex themes, multiple characters, moral issues.
- listens inferentially and analytically to evaluate theme, style of language and literature.
- demonstrates some understanding/sensitivity to gender and background (e.g., racial, cultural, linguistic) and reflects on commonalities and uniqueness of experiences.
- listens attentively and strategically to think and learn by organizing, critically analyzing, interpreting, summarizing and recalling information.

Process:

- demonstrates understanding of formal styles and functions of classroom language.
- interprets with sensitivity verbal and nonverbal cues of speakers of different backgrounds in familiar contexts.
- shows comprehension of oral presentations/reports on unfamiliar topics with some contextual support (e.g., written outline).
- listens inferentially and analytically to comments, explanations and discussion of teacher and peers to apply concepts across content areas.
- listens effectively during complex discussions to solve problems, plan, organize and create practical and imaginative works in group situations.

Language Conventions:

- shows increased understanding of literate and figurative language.
- recognizes subject-specific language forms and conventions.

GRADE 9
Listening

Level 5 – Grade 9 Proficient Listening

Listening demonstrates effectiveness in exploring complex ideas and concepts, and in gaining insights into values of others.

Forms/Purposes:

- follows complex instructional language on familiar topics.
- shows understanding of complex, elaborate stories (theme, motives, moral issues).
- listens inferentially, analytically and critically across contexts.
- demonstrates insight and values commonalities and uniqueness of experiences of gender and background.
- actively applies listening strategies to think, learn and remember by organizing, critically analyzing, interpreting and recalling information.

Process:

- demonstrates broad understanding of formal styles and functions of classroom language.
- interprets with sensitivity verbal and nonverbal cues of speakers of different backgrounds in a range of contexts.
- shows comprehension of oral presentations/reports on unfamiliar topics with minimal support.
- listens inferentially and analytically to comments, explanations and discussions of teachers and peers to apply concepts across content areas.
- listens effectively during complex discussions to solve problems, plan, organize and create practical and imaginative works in group situations.

Language Conventions:

- shows extensive understanding of literate and figurative language conventions.
- recognizes an increasing range of subject-specific language forms and conventions.

GRADE 9
Listening

Level 6 – Grade 9 Superior Listening

Listening demonstrates a high level of sophistication in listening, and shows sensitivity to other cultures and languages.

Forms/Purposes:

- follows complex instructional language about new, abstract topics.
- shows understanding of highly complex, abstract stories (e.g., theme, character, moral issues).
- listens actively, critically and analytically in a broad range of topics.
- demonstrates understanding of, and values and respects gender, race and culture.
- effectively applies listening strategies to think, learn and remember by organizing, critically analyzing, interpreting and recalling information.

Process:

- demonstrates sophisticated understanding of formal styles and functions of classroom language.
- interprets with sensitivity the verbal and nonverbal cues of a range of speakers from various backgrounds in all contexts.
- shows comprehension of oral presentations and reports on complex topics.
- listens actively, critically and analytically to comments of teaches and peers, applying new concepts across context areas.
- listens effectively during highly complex discussions to solve problems, plan, organize and create practical and imaginative works in group situations.

Language Conventions:

- shows understanding and appreciation for a range of language forms.
- recognizes highly specific and technical language forms and conventions.

SPEAKING

Standards of Performance

End of Grade 3
End of Grade 6
End of Grade 9

GRADE 3
Speaking – Standards of Performance

Level 1 – Grade 3 Dependent Speaking

Speaking is demonstrated in routine social and academic situations, with support.

Forms/Purposes:

- speaks simply in routine conversations with peers and teachers to express basic needs and wants, with support.
- tells personal experiences using a few simple statements without overall sequence.
- retells simple narrative with pictorial, contextual and/or teacher support.
- answers basic questions about simple stories heard.
- speaks and gestures to communicate basic needs.
- asks/answers questions to gain information about the immediate environment, with support.
- demonstrates or simply states directions for routine activities, games and crafts, with visual and contextual support.

Process:

- with support, begins to follow some rules of classroom conversation (e.g., taking turns).
- begins to contribute in planning activities and events with encouragement.
- speaks in familiar individual or group situations on topics of high personal interest, with support.

Language Conventions:

- speaks with some fluency and clarity with highly familiar people and in familiar situations, with support.
- uses short sentences, phrases or words to express basic needs.
- uses simple vocabulary and/or gesture to convey message.

GRADE 3
Speaking

Level 2 – Grade 3 Limited Speaking

Speaking is demonstrated for personal, social and academic purposes.

Forms/Purposes:

- speaks in familiar conversations with peers and teachers to express basic needs and wants.
- tells personal stories using a few statements in sequence, with support.
- retells narrative with limited story structure, with support.
- answers basic questions about stories and information heard.
- speaks to communicate preferences and identity.
- begins to ask questions to obtain information.
- states directions for familiar activities and games with visual, contextual support.

Process:

- follows some rules of classroom conversations, with support.
- contributes to planning classroom activities and events, with encouragement.
- speaks with familiar individuals and groups on familiar topics, with support.

Language Conventions:

- speaks with some clarity and fluency, with support, with familiar people and in familiar situations.
- uses simple sentence and grammatical structures in routine conversations.
- uses some appropriate vocabulary on familiar topics.

GRADE 3
Speaking

Level 3 – Grade 3 Adequate Speaking

Speaking is demonstrated with some confidence in a variety of classroom situations.

Forms/Purposes:

- speaks in familiar conversations with peers and teachers on familiar topics.
- tells personal stories with a few statements in sequence.
- retells narrative, with some pictorial support, using some basic story structures (main idea).
- relates characters and situations in stories to own experience, with support.
- speaks to express personal choices, preferences, and basic feelings.
- asks questions to gain clarification and further information on familiar topics.
- states directions for familiar games and activities with teacher support.

Process:

- begins to follow the rules of classroom conversations by taking turns and staying on topic.
- speaks to participate in planning routine classroom events, activities and experiences.
- speaks in individual and group situations on familiar topics and in familiar contexts, with support.

Language Conventions:

- usually speaks clearly and fluently with familiar people and in familiar situations.
- uses simple sentence and grammatical structures in conversation.
- uses simple vocabulary on familiar topics.

GRADE 3
Speaking

Level 4 – Grade 3 Competent Speaking

Speaking is demonstrated with growing confidence for a number of purposes in various contexts to share experiences, ideas and plans.

Forms/Purposes:

- speaks with peers and teachers about routine topics.
- tells personal stories in sequence about self, family and friends.
- explains basic actions of the main character and relates them to story ending.
- retells a narrative using basic story structure (e.g., simple plot and main idea).
- speaks to communicate preferences, personal identity and point of view.
- asks/responds to questions for clarification and to acquire new information on familiar topics.
- gives directions for familiar activities, games, events.

Process:

- follows classroom conversational rules, with teacher support.
- speaks to participate in planning events, classroom activities and experiences, with teacher support.
- speaks in role/character or in different contexts using changing vocal tone/register, with support.
- speaks with confidence in individual and group situations on familiar topics and contexts.

Language Conventions:

- speaks clearly and fluently in with familiar people and in familiar situations.
- uses simple to complex sentences and question forms.
- uses appropriate vocabulary on familiar topics.

GRADE 3
Speaking

Level 5 – Grade 3 Proficient Speaking

Speaking is demonstrated with confidence and with sufficient competence to use speaking as a medium for learning.

Forms/Purposes:

- speaks with peers and teachers about familiar topics.
- tells personal and original stories from experiences.
- expresses a personal response to actions of main character and relates to story ending.
- retells narratives read, heard or seen, using plot, main idea and logical sequence.
- speaks to communicate preferences and points of view, and to clarify those of others.
- asks/responds to questions to acquire information on a range of topics, with teacher support.
- gives directions for classroom activities, events, games.

Process:

- follows classroom conversational rules.
- speaks to participate in planning events, activities and sharing experiences.
- speaks in role/character or in different contexts adapting vocal tone/register.
- speaks with confidence in a variety of familiar situations, contexts and topics.

Language Conventions:

- speaks clearly and fluently and adjusting speaking to different situations.
- uses a range of sentence and question forms.
- uses simple to abstract vocabulary on familiar topics.

GRADE 3
Speaking

Level 6 – Grade 3 Superior Speaking

Speaking is demonstrated with confidence to develop thought over a broad range of topics and issues, with risk taking demonstrated in oral communication.

Forms/Purposes:

- speaks extensively with a variety of people about a range of topics.
- tells real or imaginary stories in connected sequence.
- expresses a response to actions and intentions of a main character in a story.
- retells complex narratives with plot, main idea and sequence.
- speaks to examine issues from different points of view.
- asks and responds to thoughtful, insightful questions to extend learning.
- explains clear directions for complex activities.

Process:

- observes conversational rules in a variety of school contexts.
- speaks to participate in planning present and future classroom events, activities and share new experiences.
- speaks in various characters/roles adapting vocal style, tone and register.
- speaks with confidence in a range of situations, contexts and topics.

Language Conventions:

- speaks clearly and coherently in various situations.
- uses a full range of sentence and question forms.
- uses a growing range of vocabulary in a variety of topics and situations.

GRADE 6
Speaking – Standards of Performance

Level 1 – Grade 6 Dependent Speaking

Speaking is demonstrated in familiar personal and classroom situations, with encouragement and support.

Forms/Purposes:

- speaks briefly and simply with peers and teaches on routine topics.
- tells a simple story from experience, with guidance.
- retells short narrative with main idea, with support.
- talks about feelings related to own experience, with support.
- gives a simple message or explanation, with guidance or prompting.
- asks/responds to simple questions for routine topics, with teacher support.

Process:

- follows basic conversational rules, with support.
- begins to speak with sensitivity to others in familiar settings, with support.
- begins to speak with confidence in familiar situations, with teacher support and encouragement.
- makes short comments, with support, in group settings to plan class activities.
- expresses mood and emotion in a drama role.

Language Conventions:

- usually speaks clearly and fluently with familiar people, with encouragement and support.
- uses simple vocabulary from familiar experiences.
- uses simple sentences.

GRADE 6
Speaking

Level 2 – Grade 6 Limited Speaking

Speaking is demonstrated in familiar personal and classroom situations.

Forms/Purposes:

- speaks with peers and teachers on familiar social and academic topics.
- describes recent events in short narrative.
- retells short narrative, containing main idea.
- expresses feelings of others by relating to own experience through stories and role-play.
- expresses simple message or explanation.
- asks/responds to factual questions on high interest topics.

Process:

- follows basic conversational rules in familiar social and academic contexts (e.g., taking turns).
- begins to speak with sensitivity to others in familiar contexts.
- with encouragement, speaks with some confidence in familiar contexts.
- speaks in group settings to plan class events and activities, with encouragement.
- begins to interact in role, with encouragement and support.

Language Conventions:

- usually speaks clearly and fluently with familiar people.
- begins to use some new vocabulary from familiar experiences.
- uses mainly simple sentence structures, occasionally complex sentences.

GRADE 6
Speaking

Level 3 – Grade 6 Adequate Speaking

Speaking is demonstrated for personal and social purposes, with support required in academic situations.

Forms/Purposes:

- speaks with peers and teachers for personal and social purposes and on familiar academic topics.
- describes real or imaginary events in short narrative.
- retells main idea and sequence of narratives and predicts outcome of story heard, with support.
- expresses feelings of others through stories and role-playing.
- expresses personal perspective on issues discussed.
- ask/responds to questions on familiar topics.

Process:

- uses conversational rules for familiar social and academic contexts.
- begins to speak with sensitivity to the needs, rights and feelings of others.
- speaks with growing confidence in familiar situations.
- speaks in group settings to plan and execute class events and activities.
- interacts with others in role, with teacher support.
- speaks to restate concepts in content areas.

Language Conventions:

- speaks clearly in familiar situations.
- begins to use new vocabulary from social and academic experiences.
- uses a range of sentence and grammatical structure.

GRADE 6
Speaking

Level 4 – Grade 6 Competent Speaking

Speaking demonstrates competence for personal and school purposes.

Forms/Purposes:

- speaks easily with peers and many teachers in a range of topics (personal, academic) to share information and experiences.
- relates real or imaginary events in connected narrative as part of the writing process, to create original stories.
- retells narratives using main theme, plot, sequence with connected beginning and ending.
- expresses feelings, relationships, motives and experiences of others in stories, role-playing and presentations.
- explains more than one point of view, with teacher support.
- comments appropriately and asks/responds to questions to acquire and clarify information.
- speaks to rehearse and extend learning.

Process:

- uses conversational rules, and adapts style to social and academic contexts.
- speaks with confidence in a range of situations, accepting the risks of oral communication.
- speaks to plan present and future events, both practical and imaginative.
- speaks in role using appropriate tone and register and reads aloud effectively.
- speaks to discuss concepts and connect learning in content areas.

Language Conventions:

- speaks clearly in most speaking situations.
- uses new vocabulary from social and academic experiences.
- uses standard English grammar and sentence structure.
- expresses meaning in different ways by modifying vocabulary and sentence structure.

GRADE 6
Speaking

Level 5 – Grade 6 Proficient Speaking

Speaking demonstrates competence for a variety of purposes and audiences.

Forms/Purposes:

- speaks extensively with peers and many teachers on a range of topics to share information and experiences.
- relates detailed narratives, real or imaginary, in creating original stories.
- retells narratives using story structure, and responds to narratives of others.
- expresses feelings, relationships and motives of experiences of others through stories, role-playing and drama.
- expresses and responds to more than one perspective, with teacher support.
- comments relevantly and asks/responds to questions to extend discussion and information.

Process:

- uses conversational rules flexibly in social and academic contexts with sensitivity to needs, rights and feelings of others.
- speaks confidently in a range of situations and topics, accepting the risks of oral communication.
- participates collaboratively in group situations to plan/execute practical and imaginative works.
- speaks flexibly and effectively during role-play.
- speaks to generalize concepts and learning across content areas, with teacher support.

Language Conventions:

- speaks clearly and effectively in most situations and demonstrates an enriched vocabulary from social and academic experiences.
- uses a broad range of sentence forms.
- expresses meaning in different ways by modifying and analyzing vocabulary and sentence structure.

GRADE 6
Speaking

Level 6 – Grade 6 Superior Speaking

Speaking demonstrates independent risk taking, with a variety of roles assumed in many settings. Speaking is used to discuss, argue and explore ideas.

Forms/Purposes:

- speaks flexibly with others in a range of topics and situations.
- gives original well-organized and detailed narratives, real and imaginary as part of the writing process.
- retells narratives modifying structure to meet listener needs.
- shows respect for and value of feelings, motives and experiences of other people through stories and drama.
- contributes to discussion by expressing alternative solutions and new perspectives.
- contributes and responds constructively, speaking to negotiate and debate ideas.

Process:

- uses conversational rules flexibly in social and academic contexts with sensitivity to listener and situational needs.
- speaks confidently and persuasively on a range of topics and in a range of topics and in a range of situations.
- speaks in group situations to collaboratively organize, plan and execute practical and imaginative works.
- speaks spontaneously and flexibly with others in role play, enactment.
- articulates generalizations and applies concepts and learning areas and content areas.

Language Conventions:

- speaks clearly modifying speech for situational needs (e.g., rate, level).
- acquires and uses new vocabulary from personal, academic and reading experiences.
- uses a broad range of complex language forms.

GRADE 9
Speaking – Standards of Performance

Level 1 – Grade 9 Dependent Speaking

Speaking is demonstrated for high interest events in familiar classroom situations.

Forms/Purposes:

- speaks with peers and teachers on personal and familiar academic topics, with support and encouragement.
- comments briefly on characters' actions, feelings and motives, with support.
- simply expresses a personal response during discussion and questions, with support and encouragement.
- contributes to simple oral presentations, with encouragement and support.
- responds to simple questions, comments about highly familiar topics.

Process:

- uses conversational rules in familiar situations, with support and encouragement.
- begins to express opinions across contexts, with support and encouragement.
- uses familiar vocabulary across content areas, with support.
- begins to speak in large and small group discussion to plan a familiar activity, with encouragement and support .

Language Conventions:

- uses simple vocabulary and sentence structure.

GRADE 9
Speaking

Level 2 – Grade 9 Limited Speaking

Speaking is demonstrated for topics of personal interest and to make some relevant contribution to classroom discussion.

Forms/Purposes:

- speaks with peers and teachers on topics of personal interest and on some academic topics.
- comments on characters' feelings, motives and actions.
- expresses personal response during discussion.
- discusses theme in literature and media, with support.
- participates in simple oral presentations and performances for familiar audiences, with support.
- questions, responds and comments on topics of personal interest.

Process:

- begins to apply conversational rules for listener and situational needs.
- expresses reasoning across familiar contexts, with teacher support.
- begins to apply concepts and vocabulary across familiar content areas.
- begins to contribute to large and small group discussions to develop a familiar activity.

Language Conventions:

- begins to monitor, adapt and revise vocabulary and sentence structure, with support.

GRADE 9
Speaking

Level 3 – Grade 9 Adequate Speaking

Speaking is demonstrated during oral activities for personal and academic purposes, using standard English.

Forms/Purposes:

- speaks with peers and teachers on a range of familiar topics and in a variety of situations.
- begins to analyze characters' actions, feelings, and motives.
- expresses more than one point of view and resolution, with teacher support.
- discusses theme, structure and style in literature and media.
- participates in simple oral presentations and performances for familiar audiences.
- poses and responds to questions, and comments appropriately.

Process:

- usually applies conversational rules for listener and situational needs.
- expresses reasoning across familiar contexts.
- applies concepts and vocabulary across familiar content areas.
- participates in large and small group discussion to develop a straightforward activity.

Language Conventions:

- begins to monitor, adapt and revise vocabulary and sentence structure to meet listener and situational needs.

GRADE 9
Speaking

Level 4 – Grade 9 Competent Speaking

Speaking is demonstrated effectively for a variety of purposes, with oral language adapted to listener and contextual needs.

Forms/Purposes:

- speaks easily with peers and teachers on a range of topics and in a variety of situations (e.g., personal, academic, imaginative).
- analyzes and interprets characters' feelings, attitudes and motives, with some teacher support.
- expresses several points of view and alternate responses and outcomes.
- discusses theme structure, style and figurative language in literature and media, with teacher support.
- participates clearly and coherently in oral presentations and reports.
- poses/responds to questions, and comments appropriately.

Process:

- shifts conversational style to meet listener and situational needs.
- expresses reasoning across a range of contexts, both real and hypothetical.
- articulates generalizations and applies concepts and new vocabulary across content areas, with teacher support.
- participates in large and small group discussions, contributing constructively by playing a variety of group roles.

Language Conventions:

- monitors, adapts and revises vocabulary and sentence structure, to meet listener and situational demands.

GRADE 9
Speaking

Level 5 – Grade 9 Proficient Speaking

Speaking is demonstrated in a wide variety of activities to explore complex ideas and relationships, using appropriate expression.

Forms/Purposes:

- speaks effectively with a variety of people on a range of topics and in a variety of situations (e.g., personal, academic, abstract, imaginative).
- analyzes and makes informed judgements about characters' feelings and motives.
- expresses several points of view, alternative solutions and resolutions and uses language to debate.
- discusses theme, structure, style and figurative language in literature and media.
- participates effectively in reports and presentations for familiar and unknown audiences.
- poses/responds to hypothetical questions and comments.

Process:

- shifts conversational style to meet a variety of listener and situational needs.
- expresses reasoning, applying analytic and evaluative skills across a range of real and hypothetical contexts.
- articulates generalizations and applies new concepts and vocabulary across content areas.
- participates in large and small group discussion involving problem solving, planning, organizing, and time management.

Language Conventions:

- monitors, adapts and revises use of specific vocabulary, and sentence structure and speaking rate and language level to meet listener and situational needs.

GRADE 9
Speaking

Level 6 – Grade 9 Superior Speaking

Speaking exhibits a high level of maturity and sophistication in a wide variety of contexts.

Forms/Purposes:

- speaks confidently and effectively with a variety of people on a range of topics in a variety of situations.
- analyzes and critically evaluates complex characters' motives and emotions.
- expresses several points of view, alternative solutions and resolutions, and effectively uses language to inquire, debate and negotiate.
- discusses theme, structure, style and figurative language in literature and media and evaluates meaning for self.
- participates confidently and effectively in reports, presentations and performances for a variety of audiences.
- poses critical questions and responds insightfully across a range of situations.

Process:

- shifts conversational style with sensitivity to listeners and situations.
- expresses reasoning in complex discussions, actively and critically applying analytic and evaluative skills across a range of real and hypothetical contexts.
- articulates complex generalizations, and applies concepts and vocabulary across a variety of contexts.
- participates skillfully in large and small group discussions involving problem solving, organizing, time management.

Language Conventions:

- applies knowledge of first language to the study of other languages (e.g., vocabulary and sentence structure).

7. STANDARDS OF PERFORMANCE

Viewing and Representing

Introduction: The Viewing and Representing Connection

Introduction: The Viewing and Representing Connection

Media Literacy

Media literacy is an informed, critical understanding of the media in all its forms. It involves understanding and knowledge of techniques, technologies and institutions involved in media production, mastery of skills required to decode and analyze media messages critically, and understanding of the complex relationships among audiences, media messages and the world.

The scope of media literacy is extremely broad. To the media literate individual, anything that carries a message is a "text", whether it is a book or a billboard, a child's doll or a car with fuzzy dice. It is also important to begin to deal critically with new and emerging technologies, such as computers, data banks and the "electronic highway". Information in all forms - its representation, management, use, impact and evaluation - is the domain of media literacy, and the extensions into learning are virtually unlimited.

> The need to study the media in a critical and coherent way has become increasingly obvious in recent years, as they have come to occupy a central position in the cultural and political life of the Western world. Virtually all that we know, or think we know, about the world beyond our immediate experience comes to us through the media. There would be little problem with this if the media simply reflected reality. But, in fact, we now know that each medium of communication shapes or "codifies" reality in different ways, and we can no longer consider any message in any medium to be neutral or value free. All the mass media with which we come into contact contain messages about values, beliefs, and behaviours and, in addition, are shaped by economic factors. The fact that the media have remained outside the school curriculum at the same time as they have come to dominate so many aspects of our society, and, indeed, our individual consciousness, is a tribute to their power to influence us on levels of which we are unaware. It is not surprising, then, that we have come to study the media; it is only surprising that it has taken us so long to start.[5]

One of the central concepts of media literacy is the idea that all texts, fictional or otherwise, are constructions. Any attempt to describe the world is a construction, a selection and ordering of details which communicate aspects of the creator's view of the world. All observers have values, and no description of the world - in print, in word, or in visual form - is neutral or value-free. Using the term construction makes it clear that we are dealing with something made by people, a fact easily forgotten, particularly when we are dealing with the visual media, which often seem to be a seamless extension of the world of our experience.

Another important media literacy concept is audience. Anyone engaged with a media text, whether it is a poem read alone or a film viewed in a theatre, is a member of an audience. Communication theory points out that the meaning of a text does not lie solely within the text, but depends on who the viewer of the text is and what he or she already knows. Response is often dependent on factors such as gender, race, age or ethnicity. Viewers of a text may accept the "preferred" reading of it (what we think the creator of the text intended us to take from it) or they may resist it or attempt to subvert it with "oppositional" readings of their own. What is important for students is consciousness of the variety of possible audience responses to a text and awareness of the process of making meaning.

---

[5] Media Literacy Resource Guide (Intermediate and Senior), Ontario Ministry of Education, 1989, p.5.

It is also important for students to understand production. By this we mean not only the processes of production itself, but also its context - the economics, ownership, distribution, technology, institutions, laws, and priorities that are operating. How are production quality and production budget related? Are the values found in the production related to ownership and control? How does technology shape what we will see? Does the cost of technology determine who is able to make particular types of media productions? Students often develop understandings in these areas most readily through involvement in productions of their own.

Viewing and Representing

Viewing and representing are to media literacy as reading and writing are to print literacy. Viewing (like reading) is primarily concerned with making sense of messages in visual texts; representing (like writing) is primarily concerned with making messages. Also like reading and writing, both are inextricably interconnected, and function as interlocking parts of a media literacy program. Viewing refers to not just the act of looking at a media product, but also to the entire range of critical and analytic activities which a class or an individual may take part in following the actual viewing itself. Representing refers to the making of visual or audio representations of people, places and events. Although representation also takes place in art, drama and writing, this part of the document does not attempt to address those areas, although some of what appears here certainly may be relevant.

Representation examines the relationships among audiences, texts and what those texts attempt to represent. Issues such as stereotyping, power and accuracy often arise in discussions about representation. Some of the questions typically asked are: Who is being used to represent whom? With what intent? Who is making the representation? What sense does it make of the world? Who benefits from this representation? Who speaks for whom? Who is not represented? What does it mean to those who see it?

Students perform a great deal of sophisticated processing of visual information on their own. Often, even at an early age, they are skilled at utilizing background knowledge or knowledge of other media texts, integrating their understanding of various visual communication codes. For example, students confronted with a screen image can readily integrate details from the image and draw conclusions. By comparing the image and other information (e.g., music, sound effects, stage of plot development) with similar media texts, they are able to verify their conclusions and to predict outcomes accurately.

Little or none of this complex processing is done consciously. The task, therefore, is not so much teaching these skills, as it is helping students to become aware of what they are doing and that what they are watching is a construction, the product of a decision about which communication codes to use.

Media literacy sounds more complex on paper than it is in practice. In practice, like print literacy, it is taught through linked analytic and creative activities - hence, viewing and representing. It is important, however, that viewing and representing be not simply linked, but part of a continuous cycle. Thus, a study of magazine advertisements might begin with the analysis (or deconstruction) of a number of advertisements, leading to an examination of the techniques and values found in them, followed by a production activity (construction) in which students design their own advertisement. At that point, it would be essential that the cycle be continued by analyzing (deconstructing) the students' own representations, both to reinforce the lessons learned and to ensure that they not become uncritical, unreflective representers.

It is also possible to begin the cycle with a creative activity, one in which students explore and discover the possibilities of the technology and the medium for themselves. The creative phase should be followed by analysis (e.g., "Why did you decide to do this?" "What is the impact of that?"). This could be followed by analysis of similar mass media texts and further creative work.

Teachers will find that viewing and representing activities have high interest for most students, and that they integrate naturally. A great deal of language activity, both spoken and written, is usually involved and issues, such as equity and values, arise and may be dealt with naturally.

Although much of the material here appears to be new, many teachers will find that they are already doing some of this work in their classrooms. Like much in education today, media literacy challenges the traditional role of the teacher as a transmitter of knowledge and suggests a new role: helping students make sense of and evaluate the large quantities of information, visual and otherwise, that they receive daily. It is not necessary for teachers to view vast amounts of the same media as their students. What is necessary is that they provide their students with the framework, skills and approaches necessary to make sense of their world.

The ministry recognizes that outcomes in The Common Curriculum, 1993, which relate to viewing and representing tend to be imbedded in the outcomes for the other language processes. Please see the Response Guide for specific questions about Viewing and Representing.

The standards for viewing and representing are keyed by the following headings:

VIEWING

Forms/Purposes involve the choices students make in their viewing, including the reasons for viewing, what is typically selected, and the range of material viewed. It also involves knowledge and understanding of different media, categories and genres.

The **Process of Comprehension** includes the skills used in decoding or making sense of media texts, as well as developing awareness of the process. Many students are skilled at making sense of visual texts, but do so without conscious awareness of the symbols, codes, conventions and narrative devices they are "reading". In order for them to recognize media texts as constructions, they must become consciously aware of the process of comprehension.

The **Response** to a media text involves the ability to critically reflect on what has been viewed. It includes both critical understanding of the constructed nature of media texts (and their relationship to personal experience), as well as understandings about the role that audiences play in making meaning. Also important is the ability to identify bias and value messages.

The category **Features of the Text** focuses on the factors that shape texts - the who, how and why of media production. It includes knowledge and understanding of the techniques and technologies used in making texts, as well as the institutions, agencies and economic interests involved in the processes of production and distribution.

REPRESENTING

Forms/Purposes includes understanding, use and assessment of various media and genres, as well as considerations about audiences and the purposes of communication.

Process refers to the many components involved in production - planning, group work, use and mastery of available technology, assessment of work produced.

Codes and Conventions refer to the skill and awareness with which students utilize the techniques of visual and audio communication.

VIEWING

Standards of Performance

End of Grade 3
End of Grade 6
End of Grade 9

Level 1 – Grade 3 Dependent Viewing

Viewing performance is indiscriminate and is used for enjoyment.

Forms/Purposes:

- chooses simple media texts with a narrative focus.
- views media texts for pleasure or to pass the time.
- identifies texts produced for children but also views other material.

Process of Comprehension:

- reacts to codes and conventions of media texts without conscious awareness (e.g., fast cutting between shots in a cartoon communicates excitement).
- reacts to music, sound effects and voice style used to create different effects (e.g., scary music, angry voices).
- identifies the beginning and end of a story.
- identifies main characters.

Response:

- depends on teacher support to make connections between personal experiences and content of visual texts.
- with assistance, can make comments in response to simple visual texts that are of high interest.

Features of the Text:

- distinguishes some commercial messages from program material.

Level 2 – Grade 3 Limited Viewing

The student views with little discrimination, for pleasure or to pass the time. With assistance, the student begins to relate to media texts in a more active and conscious manner.

Forms/Purposes:

- prefers viewing familiar forms of high personal interest primarily for pleasure or to pass the time.
- views media texts intended for children as well as general audience texts of limited complexity.
- recognizes that media texts can be categorized in a variety of ways (e.g., news programs for adults, cartoons for children; dolls marketed to girls, war toys marketed to boys).
- with assistance, recalls and retells information from instructional media texts.

Process of Comprehension:

- identifies simple symbols and makes links to their purpose (e.g., no smoking symbol, valentine heart).
- responds to music, sound effects and voice style used to create different effects.
- focuses on one or two events or characters when retelling to the exclusion of other important information.
- identifies main characters and, with support, is able to make judgements about characters.

Response:

- with guidance, relates elements of media texts to personal feelings, fantasies and experiences.
- differentiates between heroes and villains when viewing narrative texts.
- offers comments and expresses simple personal preferences without explanation or elaboration.

Features of the Text:

- with support, recognizes that media texts are constructions (i.e. that all parts of a media text were put there deliberately).
- distinguishes some commercial messages from program material (e.g., explicit television commercials connected to a program).
- distinguishes between media texts produced for entertainment purposes, and those produced primarily for instructional purposes.

Level 3 – Grade 3 Adequate Viewing

The student exercises some judgment in selecting material to be viewed, and is becoming a more active and conscious viewer. The student views a limited range of texts and is becoming aware that media texts are constructions which use codes and conventions.

Forms/Purposes:

- views a limited range of texts for pleasure and, when required, for information.
- views media texts intended for children as well as mainstream texts.
- exercises some judgment in selecting texts to be viewed for personal pleasure, entertainment or information.
- recognizes that media texts can be categorized in a variety of ways and, with support, identifies some of the characteristics of a limited range of genres (e.g., cartoons, children's magazines, game shows, instructional materials shown in class).

Process of Comprehension:

- with support, identifies symbolic significance of communication codes such as colour, gesture, expression.
- recognizes that music, sound effects and voice style are used to create different effects (e.g., scary music, angry voices).
- with support, distinguishes one shot from the next in a sequence.
- identifies the beginning and end of a story and can outline a plot.
- identifies main characters and is able to make judgements about characters.
- uses knowledge gained from other similar texts to aid understanding of media texts.
- with encouragement, asks questions to clarify concrete details of content (e.g., sequence of events).

Response:

- relates elements of media texts to personal feelings, attitudes and experiences.
- with support, recognizes that some media texts attract larger audiences than others (e.g., more people watch a popular sitcom than a childrens' cartoon show).
- with support, recognizes that texts which are enjoyed by some audiences may be offensive to others.
- is beginning to recognize that visual texts can affect the emotions and behaviour.

- with assistance, can describe and elaborate personal preferences following viewing experiences

Features of the Text:

- with support, recognizes that media texts are constructions.
- identifies some commercial messages in popular culture texts (e.g., T-shirts with product advertising).
- identifies some distinguishing features of media texts produced for instructional purposes (e.g., pace, tone of voice).
- is beginning to use appropriate vocabulary in discussing media texts.

Level 4 – Grade 3 Competent Viewing

The student demonstrates some judgment in selecting a range of viewing materials, and is becoming a more active and critical viewer. The student recognizes that media texts are constructions and is becoming familiar with many of the codes and conventions used in media texts.

Forms/Purposes:

- views a range of media texts for pleasure and information.
- with support, identifies the criteria used in selecting texts to be viewed.
- recognizes that media texts can be separated into categories and identifies some of the characteristics of a limited range of genres.

Process of Comprehension:

- identifies symbolic significance of codes such as colour, gesture, expression.
- recognizes that music, sound effects and voice style are used to create different effects.
- distinguishes one shot from the next in a sequence.
- identifies the beginning and end of a story and can outline a plot, identifying the key events of a media story.
- identifies main characters and makes supported judgements about characters.
- with support, compares different media texts, identifying similarities and differences in content and style.
- asks questions to clarify concrete details of content.

Response:

- relates elements of media texts to personal feelings, attitudes and experiences.
- differentiates between heroes and villains and, with support, describes the values they stand for.
- with support, recognizes particular stereotypes (e.g., villains are often presented as ugly, dirty men with accents wearing dark colours).
- is beginning to distinguish between the actor as a person and the actor in role constructing character.
- recognizes that texts that are enjoyed by some audiences may be offensive to others.

Features of the Text:

- recognizes that media texts are constructions.
- recognizes that some media texts attract larger audiences than others.
- with support, demonstrates awareness that media texts are generally made by groups of people with specialized skills.
- with support, recognizes that television programs are generally produced to make money.
- distinguishes more subtle commercial messages from program material (e.g., "info-mercials").
- with support, can link commercial messages to target audiences (e.g., products for children are advertised with children's programs).
- with support, identifies distinguishing features of media texts produced for instructional purposes.

Level 5 – Grade 3 Proficient Viewing

The student is an active and critical viewer, demonstrating some judgment in selecting a range of viewing materials. The student is becoming familiar with many of the codes and conventions used in media texts and is beginning to respond thoughtfully to media texts.

Forms/Purposes:

- views a range of media texts for pleasure and information.
- identifies the criteria used in selecting texts to be viewed.
- identifies the characteristics of a limited range of genres.

Process of Comprehension:

- identifies symbolic significance of a variety of audio and visual codes.
- distinguishes one shot from the next in a sequence and, with support, recognizes how sequence and juxtaposition are used to construct meaning.
- identifies the beginning and end of a story and can discuss plot construction, identifying the key events of a media story.
- assesses and evaluates media texts by comparing them with other texts.
- asks questions to clarify concrete and some abstract details in media texts (e.g., character motivation).

Response:

- with support, recognizes recurring character types and identifies traits of character types.
- relates elements of media texts to personal feelings, attitudes and experiences and, with support, to broader social issues.
- with support, discusses the values found in texts produced for children by relating characters and situations to their own experience.
- recognizes some common stereotypes (e.g., occupational, gender) and demonstrates understanding of their impact on individuals.
- with support, distinguishes between the actor as a person and the actor in role constructing character.

Features of the Text:

- recognizes media texts are constructions.
- with support, distinguishes between recorded and reconstructed media texts (e.g., can distinguish a news report about an emergency from a program that recreates emergency scenes).
- demonstrates awareness that media texts are generally made by groups of people with specialized skills.
- distinguishes more subtle commercial messages from program material (e.g., some cartoons are actually feature length commercials for the licensed character products they portray).
- begins to apply knowledge gained in production work to discussion of works produced by others.
- uses appropriate terminology when discussing own ideas about visual texts.
- with support, identifies some characteristics or distinguishing features of different forms of media texts (e.g., advertisements in magazines, laugh tracks on sitcoms).

Level 6 – Grade 3 Superior Viewing

The student is an active and critical viewer, and demonstrates judgment in selecting a range of viewing materials. The student is familiar with many of the codes and conventions used in media texts and responds thoughtfully and critically to media texts.

Forms/Purposes:

- views a range of media texts for pleasure and information, exercising judgment in selecting texts to be viewed.
- identifies the characteristics of a range of genres.

Process of Comprehension:

- identifies symbolic significance of a variety of audio and visual codes.
- distinguishes one shot from the next in a sequence and recognizes how sequence and juxtaposition construct meaning.
- demonstrates understanding of plot construction and, with support, recognizes subplots and parallel plots.
- recognizes recurring character types and identifies traits of character types.
- asks questions to clarify concrete and abstract details (e.g., concepts in instructional material).
- with encouragement, actively questions the decisions of the creator of the text (e.g., "Why did they decide to use a wolf in the story?")

Response:

- relates elements of media texts to personal feelings, attitudes and experiences as well as to broader social issues.
- discusses the values found in the text.
- recognizes some common stereotypes and, with support, identifies some of the codes used in their construction.
- distinguishes between the actor as a person and the actor in role constructing character.
- recognizes that different audiences may find different meanings in the same text, often depending on their race, gender, age, ethnicity or class.

Features of the Text:	• recognizes media texts are constructions representing the point of view of the maker. • demonstrates awareness of the roles involved in media production. • with support, demonstrates awareness that television broadcasting is a business supported by revenue from advertisers. • distinguishes subtle commercial messages from program material (e.g., brand name product placement in films). • identifies and describes own and others' creative choices using appropriate terminology.

Level 1 – Grade 6 Dependent Viewing

The student views indiscriminately for pleasure or to pass the time and is unaccustomed to dealing critically with what has been viewed. The student derives explicit meaning from simple texts with little conscious awareness of the codes and conventions which are being utilized.

Forms/Purposes:

- views simple texts for pleasure and to pass the time, with little thought given to making choices about what is viewed.
- demonstrates little willingness to take a critical approach to material viewed.
- distinguishes different media (e.g., print, television, video games) and, with assistance, can identify different genres within the medium (e.g., children's magazines, soaps, strategy games).
- requires encouragement to become engaged with visual instructional materials provided by the teacher.

Process of Comprehension:

- recalls and retells a limited number of significant details from the text.
- requires assistance to identify some of the more obvious messages.
- often requires assistance to make connections with personal experience to find meaning.

Response:

- responds personally to media texts.
- makes simple and unsupported judgements expressing personal preferences about media texts.

Features of the Text:

- identifies some techniques used in the production of media texts (e.g., special effects).
- depends on others to identify common patterns and construction in visual texts.

Level 2 – Grade 6 Limited Viewing

The student views with little discrimination, for pleasure or to pass the time. With assistance, the student begins to deal critically with media texts of limited complexity.

Forms/Purposes:

- views simple texts for pleasure and to pass the time, with some thought given to making choices about what is viewed.
- demonstrates some willingness to discuss aspects of media texts beyond simple content (e.g., choices made by the maker of the text, value messages).
- distinguishes different media and can identify different genres.
- with assistance, uses some information from visual instructional materials provided by the teacher in classroom activities (e.g., discussion, writing, project work).

Process of Comprehension:

- concentrates on characters and events that have strong personal appeal.
- with support, makes predictions about plot based on setting or sound track.
- with support, makes predictions about plot based on previous experience of texts within the genre (e.g., problems are always solved in sitcoms).
- asks questions about factual content of the text.

Response:

- responds personally to media texts.
- makes unsupported judgements about media texts which have a strong personal appeal.
- with support, discusses the relationship between text and lived experiences.
- can relate viewed material to other texts.
- is beginning to recognize that different audiences have different viewing preferences.

Features of the Text:

- with support, identifies various roles in the production of a media text (e.g., writer, editor, printer, publisher).
- with support, identifies some techniques used in the production of media texts (e.g., scenes in film/television are constructed from sequences of separate shots).
- is aware that the media are money making businesses.

Level 3 – Grade 6 Adequate Viewing

The student is becoming a more conscious viewer, demonstrating more judgment in selecting texts to be viewed. The student views texts of limited complexity with some awareness of the techniques used and is developing an understanding that texts are carefully crafted constructions, rather than extensions of the natural world.

Forms/Purposes:

- views a range of materials for pleasure and information, making conscious choices about what is viewed.
- recognizes the characteristics of different media texts.
- demonstrates willingness to discuss aspects of the text beyond simple content.
- will view less familiar media texts for specific purposes.
- distinguishes between recorded events and reconstructed events (e.g., between a news program and a docudrama).
- uses some information from visual instructional materials provided by the teacher in classroom activities.

Process of Comprehension:

- recalls and retells significant details from a media text.
- with support, recognizes that meaning in media texts is constructed through sequence and juxtaposition (e.g., order of shots in a film scene, before and after images in a commercial).
- with support, recognizes the construction of time in media texts (e.g., use of flashback, compression of time).
- makes predictions about plot based on setting or sound track and previous experience of similar texts.
- with support, recognizes media texts as constructions and is prepared to discuss the features of the construction.

Response:

- relates viewed material to other texts.
- demonstrates understanding that individuals may not always agree about the meaning of a text.
- restricts response to ideas and events that are personally relevant.

Features of the Text:

- identifies various roles in the production of a media text.
- identifies some techniques used in the production of media texts that have a strong personal appeal
- with support, identifies commercial messages in a variety of forms (e.g., clothing, sports sponsorship, product placement in films).
- with support, identifies the revenue sources for some media products (e.g., advertisers pay television stations and networks for access to audiences, ticket sales support films).
- with support, links texts to target audiences (i.e. commercials target specific audiences, programs create (segment) those audiences for advertisers).
- uses some of the specialized vocabulary used to discuss visual texts (e.g., shot, composition, layout).

Level 4 – Grade 6 Competent Viewing

The student views consciously and demonstrates judgment in selecting texts to be viewed. The student views a range of texts with awareness of the techniques used and with an understanding that texts are carefully crafted constructions, rather than extensions of the natural world.

Forms/Purposes:

- views a broad range of materials for pleasure and information, making conscious choices about what is viewed.
- with support, views media texts for purposes of both analysis of the nature of the text itself and examination of broader related issues (e.g., bias, social implications).
- recognizes the characteristics of different media and genres and, with assistance, identifies the basis for genre recognition (e.g., sitcoms are humorous, episodic and have laugh tracks; soaps deal with emotions and are serial).
- demonstrates willingness to view less familiar media texts.
- views instructional materials both inside and outside the class, making use of the information in carrying out assigned tasks and activities.

Process of Comprehension:

- with support, recognizes that symbols are organized into codes (e.g., furnishing, setting, lighting in a film set may communicate a sense of luxury).
- recognizes that meaning is constructed through sequence and juxtaposition.
- recognizes the construction of time in media texts.
- asks questions about issues arising in the text (e.g., character motivation, concepts in instructional material).
- with support, identifies implicit as well as explicit meanings of a media text (e.g., a magazine advertisement for clothing may also carry implicit messages about the need for social acceptance, gender roles, the importance of style, etc.).

Response:

- makes supported judgements about media texts and relates these to personal life experiences.
- with support, recognizes media texts as constructions and is able to discuss the relationship between text and social reality.

- with support, recognizes that different audiences may find different meanings in the same text, often depending on their race, gender, age, ethnicity, class, or viewing skills.
- is beginning to recognize that all texts have a point of view or bias, and with support, identifies some value messages in texts.
- identifies some common stereotypes, and with support, discusses problems with stereotypes.
- is beginning to examine and explore how media texts affect emotions and behaviour.

Features of the Text:

- identifies various roles and techniques used in the production of a media text.
- with support, demonstrates awareness of some of the various institutions involved in the media industry (e.g., publishing companies, television networks).
- identifies commercial messages in a variety of forms.
- identifies the revenue sources for some media products.
- links texts to target audiences.
- with support, applies knowledge gained in production work to media analysis.

Level 5 – Grade 6 Proficient Viewing

The student is a conscious, critical viewer, aware of the constructed nature of media texts and of many of the techniques that are used to construct them. The student views a range of texts and is learning to identify point of view, bias and value messages in media texts.

Forms/Purposes:

- selects from a broad range of materials for pleasure and information, making conscious choices about what is viewed.
- views media texts for purposes of both analysis of the nature of the text itself and examination of broader related issues.
- recognizes the characteristics of different media and genres and identifies the basis for genre recognition.
- views both mainstream (popular) and less familiar media texts.
- uses instructional materials to support learning activities in a variety of areas, taking a critical approach to the materials viewed.

Process of Comprehension:

- recognizes that symbols are organized into codes.
- recognizes that meaning is constructed through a combination of elements, and is able to deconstruct media texts of moderate complexity, identifying both explicit and implicit meanings.
- recognizes the construction of time in media texts.
- draws comparisons and integrates information from a variety of sources in establishing meaning.

Response:

- makes supported judgements about media texts and relates these to personal life experiences and to social issues.
- understands media texts as constructions and examines the relationship between text and both personal experience and the reported experience of others.
- with support, recognizes that different texts generate different audiences and that different audiences may find different meanings in the same text, often depending on their race, gender, age, ethnicity, class or viewing skills.
- with support, identifies the point of view and some value messages in media texts.
- identifies some stereotypes and demonstrates how stereotypes imply judgements of social groups.

- with support, discusses and writes about significant media issues (e.g., violence, heroes).

Features of the Text:

- demonstrates knowledge of the various roles and techniques used in the production of a media text.
- demonstrates familiarity with some of the various institutions involved in the media industry.
- identifies commercial messages in a wide variety of forms (e.g., product placement in films).
- is beginning to demonstrate understanding of the factors that influence the content, form and production of media texts (e.g., revenue sources, target audiences, purpose).
- applies knowledge gained in production work to media analysis.

Level 6 – Grade 6 Superior Viewing

The student views a broad range of material for pleasure and information, generally dealing critically with media texts.

Forms/Purposes:

- views a broad range of materials for pleasure and information, using media texts to examine human relationships, explore other cultures and examine new ideas.
- takes an analytic, critical approach to material viewed.
- clearly understands the characteristics of different media and genres and identifies the basis for genre recognition.

Process of Comprehension:

- is familiar with the codes and conventions of media texts, and is adept at using that knowledge to deconstruct media texts.
- integrates a range of skills and understandings in constructing meaning in media texts.
- recognizes that a variety of structural elements (symbols, sequence, sound track, etc.) combine to create a meaningful whole in a media text.
- identifies implicit as well as explicit meanings of a media text.

Response:

- makes well supported judgements about media texts and relates these to personal life experiences and to social issues.
- understands media texts as constructions and examines the relationship between text and both personal and social reality.
- is developing an understanding of the relationship between audience and text and is becoming aware of the roles played by race, gender, age, ethnicity, class.
- identifies the point of view and value messages in media texts.
- identifies stereotypes and demonstrates how stereotypes imply judgements of social groups.
- discusses and writes about significant media issues.

Features of the Text:

- demonstrates understanding and appreciation of the various roles and techniques used in the production of a media text.
- demonstrates knowledge of the various institutions involved in the media industry.
- demonstrates some understanding of the factors that influence the content, form and production of media texts.
- applies knowledge gained in production work to media analysis.

Level 1 – Grade 9 Dependent Viewing

The viewing performance demonstrates that the student requires significant assistance to acquire a positive attitude towards viewing and to view simple texts. The viewing demonstrates limited interest in and familiarity with a variety of visual texts.

Forms/Purposes:	• views a limited range of texts for personal enjoyment. • prefers popular forms of visual communication (e.g., feature films, music videos, television sitcoms). • depends on others to use visual texts as sources of information.
Process of Comprehension:	• views simple texts to obtain concrete meaning. • perceives connections between ideas and values contained in simple visual texts only with the support of others. • can identify basic film techniques with assistance.
Response:	• makes simple and unsupported judgements about visual texts which have a strong personal appeal. • responds only by making personal connections to a text.
Features of the Text:	• views for and identifies simple techniques and conventions in popular forms of visual communication.

Level 2 – Grade 9 Limited Viewing

The viewing performance at this level demonstrates some control of the task. The student needs encouragement and support to engage in viewing texts critically. The viewing demonstrates a consistent ability to discern concrete meaning in visual texts that have a strong personal appeal.

Forms/Purposes:

- views a limited range of popular visual texts primarily for personal enjoyment and to complete an assigned task.
- uses simple visual texts as sources of information.

Process of Comprehension:

- comprehends concrete meanings or strongly implied meanings from simple visual texts, concentrating on sections of the text that are easily understood.
- can explore connections between ideas and values communicated in visual texts with assistance from others.
- recognizes a limited number of common stereotypes.

Response:

- focuses attention and comment on some sections of the text to the exclusion of others.
- makes simple and unsupported judgements about the content and purpose of visual texts which have a strong personal appeal.
- extends meaning, on occasion, by making connections between personal experience and the content of the text.

Features of the Text:

- with assistance, views for and identifies simple conventions in visual texts of limited complexity (e.g., establishing point of view through use of voice over narration).

Level 3 – Grade 9 Adequate Viewing

The viewing performance demonstrates a growing literacy with visual texts. The student generally responds well to both simple and more complex texts and is beginning to appreciate the importance of viewing texts critically. The viewing demonstrates an ability to discern and comprehend concrete meaning and some abstract meaning.

Forms/Purposes:

- understands there are multiple purposes and uses for visual texts.
- views popular forms of visual texts primarily for entertainment (e.g., rock videos, feature length films, ads, commercials) and occasionally views more demanding forms (e.g., documentaries, news magazine programs) as sources of information on topics of personal interest.
- generally responds to some forms of visual communication more strongly than to others.

Process of Comprehension:

- is beginning to develop an awareness that interpretations of visual texts are influenced by a number of variables such as age, gender, race.
- tends to focus on surface/concrete meanings, but can, with assistance, explore more abstract meanings.
- makes judgements based primarily on personal preferences, but may, on occasion, support opinions by referring to principles associated with the construction of visual texts.
- demonstrates awareness of the impact of technology on various visual processes and products.
- with assistance, can identify bias and stereotypes in texts.
- beginning to recognize that texts have a point of view or bias and identifies these, usually with support.

Response:

- is beginning to examine personal viewing choices more closely and critically.
- is beginning to identify and discuss own attitudes and beliefs following viewing experiences.
- interprets simple messages in visual texts of limited complexity by connecting personal experiences to the content of the texts.
- sets goals for own learning and production with assistance.

Features of the Text:

- recognizes, identifies and uses some of the basic conventions and techniques used in visual communication and begins to question choices made in others' works.
- with support, applies knowledge gained in production of own works to critical discussions of texts.
- with support, applies knowledge of specialized vocabulary when discussing visual and media texts.
- can, with assistance, identify the choices (both content and techniques) made by the makers of visual texts.

Level 4 – Grade 9 Competent Viewing

Viewing performance at this level is characterized by a firm control and appreciation of the task. The student is developing strategies for analyzing visual texts and appreciates the importance of viewing texts critically. Viewing experiences demonstrate an ability to explore a range of meanings in visual texts, ranging from popular, concrete texts to the less frequently selected, more abstract texts.

Forms/Purposes:

- uses an increasingly extensive range of texts as sources for learning about communicating meaning through visual media for personal and academic purposes.
- clearly identifies purposes for viewing and independently selects appropriate forms from a range of forms available (e.g., documentary, photo essay, cartoon).
- demonstrates an understanding that some forms of visual communication are more suited than others to specific messages and purposes and selects forms appropriate to the selected task.

Process of Comprehension:

- comprehends concrete and some abstract meanings contained in visual texts.
- understands that a single visual text may generate a variety of interpretations and recognizes some of the factors that influence interpretations (e.g., age, personal experiences, race, gender).
- makes judgements about the effectiveness of the use of essential elements in visual texts in viewing experiences both in and out of school.
- demonstrates understanding of the impact of technology on various visual processes and products.
- identifies stereotypes and bias in visual texts and discusses the problems associated with their use.

Response:

- reflects on own responses to visual texts and recognizes the elements that evoked those responses.
- recognizes some of the ways in which visual texts can express comments on issues and conditions in our society.
- understands and evaluates his or her own ways of interacting with visual texts.
- with assistance, sets goals for own learning and production.

- explores roles played by both industries and audiences in the construction of visual and media texts.
- applies learned concepts when making judgements about texts.

Features of the Text:

- explains design choices in own visual productions by referring to models created by others.
- discusses the use of elements, techniques and concepts in visual texts using appropriate terminology.
- begins to explore how techniques used to create visual texts can shape the message/meaning.

Level 5 – Grade 9 Proficient Viewing

Performance at this level illustrates a confident, often insightful, and effective command of the task. The student approaches viewing experiences with sensitivity and discrimination and enjoys sharing personal perceptions. Viewing is characterized by an ability to discern and interpret meaning ranging from the simple and concrete to the complex and abstract.

Forms/Purposes:

- demonstrates the ability to use an extensive range of visual texts to acquire information and ideas, and to clarify, extend and communicate personal perceptions.
- derives personal enjoyment from viewing a range of popular and more formal forms of visual communication.
- demonstrates an understanding that the form and content (e.g., visual images, design elements, tone, graphics) change according to the purpose, context, and intended audience.

Process of Comprehension:

- identifies structural and technical components and explains how these interact to create meaning in own and others' work.
- applies criteria that reflect an understanding of the principles of effective visual communication in viewing experiences both in and out of school.
- asks appropriate questions to obtain, analyze, and interpret meaning from visual texts (e.g., Why did the photographer arrange people this way in this picture?).
- begins to ask appropriate questions related to the impact of technology on various visual processes and products.
- demonstrates understanding that all texts incorporate a point of view and identifies the point of view in texts and begins to assess its effect on content and form.

Response:

- demonstrates increased self-awareness by exploring some of the ways in which visual texts can affect the emotions and influence behaviour of self and others.
- recognizes some of the political, social, cultural and cultural implications inherent in visual texts.
- reflects on and shares personal interpretations of visual texts through discussion with others and uses others' ideas to extend own thinking.

- sets personal goals for own learning and production, sometimes with assistance from others.
- uses a consistently critical approach to visual texts.
- demonstrates understanding of the social implications related to the use of stereotypes in visual materials.
- discusses and writes about significant media issues to demonstrate understanding of broad implications.

Features of the Text:

- uses a variety of texts as sources for learning about visual communication and as models for construction and design in creating his or her own visual texts.
- demonstrates an understanding of the relationship between structural qualities and intended meaning in visual texts.
- understands and uses appropriately the specialized terminology associated with different forms of visual communication.
- evaluates the purpose and effectiveness of design choices in works created by self and others.
- describes and discusses how the techniques used to create visual texts shape the meaning and the message.

Level 6 – Grade 9 Superior Viewing

The performance demonstrates a skillful, independent and perceptive command of the task. The student enjoys viewing a wide range of sophisticated texts and expressing ideas and feelings about them. Viewing at this level is characterized by an ability to view critically in order to discern and interpret complex and subtle levels of meaning in sophisticated texts.

Forms/Purposes:

- derives personal enjoyment and intellectual and emotional enrichment from participation in an increasingly wider range of viewing experiences.
- gathers information from sophisticated visual texts that reflect the political, economic, social and cultural issues of our Canadian and global society.
- assesses the suitability of different forms of visual texts for communicating for various purposes and to various audiences.

Process of Comprehension:

- articulates how individual elements (e.g., lighting, costumes, graphics, camera angles, colour) are arranged to make a meaningful whole.
- evaluates the significance of the ideas expressed and the effectiveness with which they are communicated.
- through analysis, interpretation and production of a wide range of forms of visual texts demonstrates an understanding that visual presentations are expressions of ideas, values, and concerns of individuals and societies.
- considers a variety of other interpretations of texts as part of the process of reflecting on and refining his or her own interpretations and judgements.
- evaluates and synthesizes complex information from a variety and range of sources.
- demonstrates understanding of some of the economic issues in the media industries and their broader implications.

Response:

- articulates own sensory, emotional, and intellectual responses.
- begins to deepen insight into own thoughts and life by relating personal perceptions and circumstances to content of visual texts.
- uses information from visual texts to develop an understanding of the connections among individuals and groups in our Canadian and global society.
- sets personal goals for own learning and evaluates own progress.

- discusses some of the ethical issues related to the impact of technology on various visual processes and products.

Features of the Text:

- explains the relationship between the structural and aesthetic qualities of visual texts and the intended meaning of the text.
- uses appropriate terminology when discussing structural and aesthetic qualities of texts.
- applies knowledge gained in production of own works to analysis of visual texts.

REPRESENTING

Standards of Performance

End of Grade 3
End of Grade 6
End of Grade 9

Level 1 – Grade 3 Dependent Representing

The student requires considerable support to carry out basic production tasks.

Forms/Purposes:	• with support, sequences a limited number of still images (from photographs, magazines, drawings, etc.) to communicate meaning in a particular form (e.g., a narrative, a recording of a process, a theme or mood). • depends on the teacher or others to identify the audience for a visual or media text being produced.
Process:	• uses a simple cardboard frame to plan image composition. • operates simple equipment (e.g., auto-focus still camera, audio cassette player), with support. • uses equipment (cameras, audiotape recorders) are used safely and carefully, with close supervision. • produces a simple media text under adult supervision (e.g., slide show, audio tape, video, photo essay), with considerable supervision.
Codes and Conventions:	• with support, can identify a few basic codes and conventions used in media production (e.g., long shot, close up, setting).

Level 2 – Grade 3 Limited Representing

The student is learning to represent his/her world using audio-visual technologies and is developing understanding of visual narratives and video codes. The student is learning to operate simple equipment and beginning to explore the possibilities of the technology available.

Forms/Purposes:

- selects and sequences a limited number of still images to communicate meaning in a particular form.
- with support, identifies the audience for a media text being produced.
- with support, experiments with simple media technologies (e.g., simple auto-focus camera) to produce effects that are personally satisfying.

Process:

- understands that there are different roles in production.
- uses a simple cardboard frame to plan image composition, using a variety of shots (e.g., long shot, close-up).
- demonstrates understanding of the operation of the controls of simple equipment.
- with encouragement, observes safety requirements when operating equipment.
- with support, produces a simple media text working independently (e.g., a picture collection on a theme or subject).
- plays a minimal role in a group producing a simple media text under adult supervision.

Codes and Conventions:

- demonstrates awareness of some of the codes and conventions of the form and genre being attempted (e.g., sorts pictures according to shot type).
- with encouragement, uses some of the vocabulary used in producing visual and media texts (e.g., in magazine production: layout, white space, graphic).
- with support, discusses the choices of communication techniques made in own products.

Level 3 – Grade 3 Adequate Representing

The student is developing control over simple tasks in representing and learning to make the decisions required by the production process. The student is exploring the possibilities of the technology available.

Forms/Purposes:

- selects and sequences still images from a variety of sources to communicate meaning in a particular form, and with support, explains the text created.
- with support, chooses which visual or media technology to use (e.g., hand-lettered vs. computer-generated text, photograph vs. drawing).
- identifies the audience for a media text being produced.
- experiments with simple media technologies to produce texts that are personally satisfying.
- with support, transfers a text from one medium to another (e.g., expresses the moral of a print story as an advertising poster).
- with support, decides how to represent self and others in a visual media text (e.g., collage).

Process:

- describes basic production roles, depending on available technology (e.g., photographer, writer, editor, publisher, etc.) and, with support, fulfils assigned role.
- with support, frames a subject as planned with still camera.
- operates simple equipment in an experimental fashion.
- uses equipment safely and with care.
- with support, produces a visual or media text working independently, communicating the intended meaning.
- with encouragement, cooperates with a group working under adult supervision to produce a simple visual or media text.

Codes and Conventions:

- begins to demonstrate some skill in the use of codes and conventions of the form and genre being attempted (e.g., selects appropriate shots to communicate intended messages).
- correctly uses some of the specialized vocabulary used in media production.
- discusses choices of communication techniques made in own products.

Level 4 – Grade 3 Competent Representing

The student is able to carry out many of the tasks in production, and is developing an understanding of the production process, choosing appropriate media technology and considering intended audiences. The student is beginning to reflect critically on representations produced by self or group.

Forms/Purposes:

- selects and sequences still images from a variety of sources to communicate meaning in a particular form, and explains the text created.
- decides about use of available media technologies and explains decisions.
- identifies the audience for a media or visual text being produced and, with support, states the purpose of the communication.
- experiments with simple media technologies to produce texts that are personally satisfying and attractive to others.
- transfers a text from one medium to another.
- decides how to represent self and others in a media text.

Process:

- understands and describes basic production roles and carries out assigned role.
- frames a subject as planned with a still camera.
- operates simple equipment competently, assessing and evaluating the results.
- with support, produces a media text working independently, communicating the intended meaning and considering the intended audience.
- cooperates with a group working under adult supervision to produce a simple media text.

Codes and Conventions:

- demonstrates some skill in the use of codes and conventions of the form and genre being attempted (e.g., understands distinction between close-up and medium shot).
- correctly uses specialized vocabulary appropriate to the technologies and forms being attempted.
- assesses and evaluates choices about communication techniques made in own productions.

Level 5 – Grade 3 Proficient Representing.

The student is becoming skilled in representing his/her world with audio-visual technology, using codes and equipment effectively. The student reflects on his/her work critically.

Forms/Purposes:

- selects and sequences still images to produce clear and detailed messages in a variety of forms.
- makes well-informed decisions about use of available media technologies and justifies decisions.
- clearly identifies the audience or audiences for a media text being produced and states the purpose of the communication.
- experiments with media technologies to produce interesting and original effects in media texts.
- transfers a text from one medium to another and, with support discusses differences in the effect achieved.

Process:

- frames a subject as planned using a variety of shots, camera angles and compositions.
- operates simple equipment to achieve planned results.
- produces a creative media text working independently, communicating the planned message and considering the intended audience.
- works cooperatively with a group in the production of a media text, playing a role in problem solving and communicating clearly.

Codes and Conventions:

- demonstrates skill in the use of codes and conventions of the form and genre being attempted (e.g., understands the effects of level, low or high angle shots and uses them appropriately).
- assesses own and others' choices of communication techniques.
- is beginning to use some symbolic codes consciously (e.g., colour, setting).

Level 6 – Grade 3 Superior Representing

The student demonstrates skill and creativity in representing, as well as readiness to analyze that which has been produced.

Forms/Purposes:

- edits and re-arranges sequences of still images to create a variety of messages using the same materials.
- makes well-informed decisions about use of available media technologies and justifies decisions.
- clearly identifies the audience or audiences for a media text being produced, the purposes of the communication, and assesses the suitability of the medium or form.
- experiments with the possibilities of various media technologies.
- transfers a text from one medium to another and discusses differences in the effect achieved.

Process:

- demonstrates understanding of picture composition and framing by choosing effective shots and camera angles.
- operates simple equipment skillfully and creatively to achieve planned results.
- produces a creative media text working independently, communicating the planned message, incorporating concerns about the intended audience, and choosing the appropriate media form.
- plays a significant role in a group production of a media text by working cooperatively, aiding in the smooth functioning of the group, problem solving and sharing responsibilities.

Codes and Conventions:

- demonstrates skill and creativity in the use of codes and conventions of the form and genre being attempted.
- assesses and evaluates own and others choices of communication codes and conventions, suggesting alternatives and variations.
- uses symbolic codes consciously and effectively.

Level 1 – Grade 6 Dependent Representing

The student requires support to carry out most production tasks.

Forms/Purposes:

- with support, chooses an appropriate medium and form for a simple individual production.
- with support, constructs a simple narrative or theme text by sequencing still images (e.g., arranging a series of pictures from magazines, photographs, drawings).
- with support, transfers a simple media text from one medium to another (e.g., retells a sitcom as a print news story).
- with support, identifies the target audience for a media text being produced.
- edits a simple audio or visual text, making decisions based on clarity.

Process:

- with support, operates some available media technologies (e.g., still camera, audio recorder, microphone).
- requires encouragement to work with a group under adult supervision to produce a simple media text (e.g., audio-slide show, sound tape).
- requires supervision to ensure that equipment is used safely and carefully.

Codes and Conventions:

- with support, uses some codes and conventions of the form and genre being attempted (e.g., shots, camera angles, framing, sound control).

Level 2 – Grade 6 Limited Representing

The student is beginning to develop skills in representing, but still requires support for many activities.

Forms/Purposes:

- with support, chooses an appropriate medium and form for a simple individual production.
- constructs a simple narrative or theme text by sequencing images.
- with support, experiments with simple media technologies to examine different effects.
- with support, transfers a media text from one medium to another.
- identifies the target audience for a media text being produced.
- edits a simple audio or visual text, making decisions based on clarity.

Process:

- operates some available media technologies, making limited use of the capabilities of the equipment.
- with support, plans and storyboards an audio-visual text (e.g., a 15 second commercial) with a clear central idea.
- works with a group under adult supervision to produce a media text, playing a limited role in planning and production (e.g., video, audio-slide show, sound tape).

Codes and Conventions:

- uses some codes and conventions of the form and genre being attempted.
- with support, uses symbolic codes (e.g., colour, body language).

Level 3 – Grade 6 Adequate Representing

The student has in place some of the skills required for representing, and is developing others. In addition to creatively exploring the technology, the student is beginning to take a critical approach to representations made by him/herself.

Forms/Purposes:

- chooses an appropriate medium and form for a simple individual production.
- experiments with simple media technologies to examine different effects.
- transfers a media text from one medium to another.
- identifies the target audience for a media text being produced.
- with support, decides how to distribute a text to an audience beyond the immediate classroom (e.g., class or school newspaper, radio program).
- with support, predicts the outcomes of specific representations they have made (e.g., "Who will enjoy or benefit from this?").
- edits a simple audio or visual text, making decisions based on clarity, fairness, appropriateness.

Process:

- operates a variety of available media and computer technologies (e.g., still camera, video camera, page layout program), exploring possibilities of the technology and attempting to communicate planned messages.
- plans and storyboards an audio-visual text which clearly communicates a central idea.
- works with a group to produce a media text, participating in planning and production.
- with support, reflects critically on what has been produced (e.g., "Is it accurate? Is it true?").

Codes and Conventions:

- demonstrates control in the use of codes and conventions of the form and genre being attempted (e.g., shots, camera angles, framing, sound control, transitions from shot to shot).
- uses symbolic codes.
- with support, explains and analyzes the use of conventions in productions.

Level 4 – Grade 6 Competent Representing

The student has developed a range of skills required for representing in a variety of media, and takes a creative approach to the possibilities of the medium. The student is learning to reflect critically on the representations produced in class.

Forms/Purposes:

- chooses an appropriate medium and form for an individual production.
- experiments with various media technologies to explore the possibilities of the medium.
- transfers a media text from one medium to another and assesses the difference.
- identifies the target audience for a media text being produced.
- decides how to distribute a text to an audience beyond the immediate classroom.
- predicts the outcomes of specific representations (e.g., "Will this change the way people see things?")
- edits an audio or visual text, making decisions based on clarity, fairness, appropriateness.

Process:

- operates a variety of available media and computer technologies to communicate intended messages.
- with support, uses a page layout program in the preparation of a print text (e.g., newspaper, magazine, etc.).
- plans and storyboards an audio-visual text, selecting appropriate visual images to communicate the intended message.
- works with a group to produce a media text, participating actively in decision making and production.
- reflects critically on what has been produced (e.g., "Is it fair to those represented?").
- with support, applies learning from media analysis to production work.

Codes and Conventions:

- demonstrates skill in the use of codes and conventions of the form and genre being attempted.
- uses symbolic codes consciously and effectively.
- with support, experiments with altering and breaking conventions to make them more explicit (e.g., shoots from unusual angles; uses extreme close up of a newscaster).
- with support, explains and analyzes the use of conventions in productions.

Level 5 – Grade 6 Proficient Representing

The student is skilled in production work and regularly asks critical questions of the representations produced in the class. The student demonstrates a creative approach to many aspects of media production.

Forms/Purposes:

- chooses an appropriate medium and form for an individual production and justifies the choice.
- with support, constructs a variety of different narratives by using the same images.
- experiments with various media technologies to explore and evaluate the possibilities of the medium.
- with support, transfers a media text from one genre to another (e.g., rescripts a television drama as a soap).
- identifies the target audience for a media text being produced and modifies the text appropriately.
- decides how to distribute a text to an audience beyond the immediate classroom.
- predicts the outcomes of specific representations and explains the issues (e.g., "Will people agree with our representations or disagree? Why?").
- edits an audio or visual text of moderate complexity, making decisions based on clarity, fairness, appropriateness.

Process:

- demonstrates proficiency in the use of a variety of media technologies to communicate planned messages.
- uses a page layout program in the preparation of a print text.
- plans and storyboards an audio-visual text of moderate complexity, demonstrating understanding of effective sequencing of shots.
- works effectively with a group to produce a media text, clarifying the intended message and suggesting ways of communicating it clearly.
- plans and carries out the editing of a simple video production (where equipment is available).
- reflects critically on what has been produced (e.g., "Does it stereotype anyone?").
- applies learning from media analysis to production work (e.g., recognizes that classroom productions, like all media texts, are constructions).

Codes and Conventions:

- demonstrates skill in the use of codes and conventions of the form and genre being attempted.
- uses symbolic codes creatively and effectively.
- experiments with altering and breaking conventions to make them more explicit.
- explains and analyzes the use of conventions in productions.

Level 6 – Grade 6 Superior Representing

The student is skilled, creative and critical in representing the subjects, places, events and issues that he/she chooses to express.

Forms/Purposes:

- chooses an appropriate medium and form for an individual production and justifies the choice, predicting results.
- constructs a variety of different narratives by using the same images.
- explores and utilizes the creative possibilities of the medium.
- transfers a media text from one genre to another and discusses the result.
- identifies new target audience(s) for a media text already produced and modifies the text appropriately.
- edits two versions of an audio or visual text, shifting some of point of view, values, emphasis, outcome of plot, etc.).

Process:

- demonstrates creativity and control in the use of a range of media technologies to communicate.
- demonstrates a degree of skill and creativity in the use of a page layout program in the preparation of a print text of moderate complexity.
- plans and storyboards an audio-visual text of moderate complexity, integrating effective images and language to produce the desired effect.
- works effectively with a group to produce a media text, demonstrating good group skills and playing an important role in planning and production.
- plans and carries out the editing of a moderately complex video production (where equipment is available).
- applies learning from media analysis to production work.
- reflects critically on what has been produced (e.g., "What does it mean to others who may see it?").

Codes and Conventions:

- demonstrates skill and creativity in the use of codes and conventions of the form and genre being attempted.
- uses symbolic codes (e.g., colour, body language) creatively and effectively.
- experiments with altering and breaking conventions to make them more explicit.
- explains and analyzes the use of conventions in productions.

Level 1 – Grade 9 Dependent Representing

The student is unfamiliar with representing activities and with the operation of most audio visual technology.

Forms/Purposes:

- constructs a narrative by sequencing pictures, with support, demonstrating some understanding of plot structure and development in the chosen medium.
- with support, edits a video or audio text.

Process:

- with support, operates some of the available computer and media technologies (e.g., still camera, video camera, audio recorder, page layout and graphics programs, etc.).
- with support, plans and storyboards a simple audio-visual text.
- plays a minimal role in a group to producing a media text (e.g., video, magazine, sound tape).

Codes and Conventions:

- with support, uses some codes and conventions of the form and genre being attempted (e.g., shots, camera angles, framing, sound control, transitions from shot to shot).
- with support, transfers a media text from one category to another (e.g., popular song to comic strip).

Level 2 – Grade 9 Limited Representing

The student requires support, but is gaining control over the skills and knowledge required for media production. The student is also beginning to take a critical, reflective approach to his/her own representations.

Forms/Purposes:	• considers the purpose of the communication in selecting an appropriate medium and genre for media production. • demonstrates control in constructing a narrative, showing some understanding of plot structure and development in the chosen medium. • with support, makes predictions about the outcomes of producing a specific text (e.g., "Will this text be persuasive? Why?").
Process:	• operates some available media technologies mechanically. • with support, plans and storyboards an audio-visual text, revising as necessary. • works with a group to produce a media text (e.g., video, audio-slide show, sound tape). • with support, working with a group, plans and carries out the editing of a simple, short video text, making decisions based on clarity (30 seconds to 2 minutes). • with support, reflects critically on what has been produced (e.g., "How true to life is this representation? To whom?").
Codes and Conventions:	• with support, uses codes and conventions of the form and genre being attempted. • uses symbolic codes (e.g., colour, body language). • demonstrates some knowledge of the codes and conventions of different media by transferring a media text from one category to another.

Level 3 – Grade 9 Adequate Representing

The student carries out basic tasks in representing and reflects critically on the representations produced.

Forms/Purposes:

- considers audience and purpose in selecting an appropriate medium and form for media production.
- constructs an effective narrative, showing understanding of plot structure and development in the chosen medium.
- makes predictions about the outcomes of producing a specific text (e.g., "Would those being represented feel this is an accurate representation?").

Process:

- operates a variety of available media and computer technologies with a degree of skill and some understanding of their possibilities.
- plans and storyboards an audio-visual text, identifying effective images and shots and communicating the intended message.
- working with a group, plans and carries out the editing of a simple video text, making decisions based on clarity, fairness, appropriateness.
- works with a group to produce a media text, participating in planning and production activities.
- with support, applies learning from media analysis to production work.
- reflects critically on what has been produced, focusing on messages communicated (e.g., "What does this mean to me? What does it mean to others who view it?").

Codes and Conventions:

- uses codes and conventions of the form and genre being attempted.
- uses symbolic codes consciously.
- with support, experiments with altering and breaking conventions to make them more explicit.
- demonstrates knowledge of the codes and conventions of different media by transferring a media text from one category to another.

Level 4 – Grade 9 Competent Representing

The student has developed a range of skills and specialized knowledge which makes effective production work possible. The student reflects thoughtfully and critically on the representations produced in the class.

Forms/Purposes:

- considers audience and purpose in selecting an appropriate medium and form for media production, with support, recognizing the role played by race, age, gender, ethnicity in the construction of meaning.
- demonstrates skill in constructing a narrative, showing good understanding of plot structure and development in the chosen medium and communicating the intended message.
- makes predictions about the outcomes of producing a specific text which go beyond the content of the text itself (e.g., "Who will benefit from this text?").

Process:

- uses a variety of available media and computer technologies to construct messages.
- plans and storyboards an audio-visual text of moderate complexity, identifying and sequencing appropriate shots and images to communicate intended messages clearly.
- with a group, plans and carries out the editing of a short video text, making decisions based on clarity, fairness, appropriateness.
- works with a group to produce a media text, making a positive contribution to planning and production activities.
- applies learning from media analysis to production.
- reflects critically on what has been produced, raising questions of bias or point of view.

Codes and Conventions:

- demonstrates skill in the use of codes and conventions of the form and genre being attempted.
- uses symbolic codes consciously and effectively.
- with support, experiments with altering and breaking conventions to make them more explicit.
- demonstrates understanding of the codes and conventions of different media by transferring a media text from one category to another, analyzing decisions made.

Level 5 – Grade 9 Proficient Representing

The student has good media production skills, a creative approach, and sound understanding of issues involving representation.

Forms/Purposes:

- considers audience and purpose in selecting an appropriate medium and form for media production, recognizing the role played by race, age, gender, ethnicity in the construction of meaning.
- demonstrates skill and creativity in constructing a narrative, showing good understanding of plot structure and development in the chosen medium, communicating events ideas and values.
- makes informed predictions about the outcomes of producing a specific text and explains issues (e.g., "Are there stereotypes here? Are there any justifications for using these stereotypes?").

Process:

- uses a broad range of available media and computer technologies skillfully to create clear and effective messages.
- plans and storyboards an audio-visual text of moderate complexity and creativity, integrating audio and visual information effectively.
- alone or as a member of a group, plans and carries out the editing of a short video text, making decisions based on clarity, fairness and appropriateness, and analyzing the decisions.
- works with a group to produce a media text, playing a significant role in solving problems, group dynamics, planning and production.
- applies learning from media analysis to production work.
- reflects critically on what has been produced, raising questions of implications beyond the text (e.g., "Whose view of the world is this? Who benefits from it?").

Codes and Conventions:

- demonstrates skill and creativity in the use of codes and conventions of the form and genre being attempted.
- uses symbolic codes creatively and effectively.
- experiments with altering and breaking conventions to make them more explicit.
- demonstrates sound understanding of the codes and conventions of different media by transferring a media text from one category to another, analyzing decisions made.

Level 6 – Grade 9 Superior Representing

The student has excellent production skills and a highly creative approach. The student integrates understandings about representation into his/her work, and reflects critically and thoughtfully on all representations produced.

Forms/Purposes:

- considers audience and purpose in selecting an appropriate medium and form for media production, understanding the role played by race, age, gender, ethnicity in the construction of meaning.
- demonstrates skill and creativity in constructing a narrative, demonstrating mastery of plot structure and development in the chosen medium, communicating events, ideas and values clearly and effectively.
- makes well-supported predictions about the outcomes of producing a specific text and explains issues.

Process:

- operates a broad range of available communication technologies with skill, creativity and understanding of their possibilities.
- plans and storyboards a complex and creative audio-visual text, integrating all necessary elements and communicating effectively and forcefully.
- plans and carries out the editing of a short but moderately complex video text, making decisions based on clarity, fairness, appropriateness and creativity, and analyzing the decisions.
- works with a group to produce a media text, making important contributions to group functioning, planning and production.
- integrates learning from media analysis into production work.
- reflects critically on what has been produced, identifying bias, point of view and the anticipated response of various audiences.

Codes and Conventions:

- demonstrates mastery of the use of codes and conventions of the form and genre being attempted.
- uses symbolic codes creatively and effectively.
- experiments with altering and breaking conventions, predicting the effect of such changes.
- demonstrates mastery of the codes and conventions of different media by transferring a media text from one category to another, justifying decisions made.

APPENDIX A

Reading Outcomes from The Common Curriculum

By the end of Grade 3, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.

   - be able to select material appropriate to their own purposes for reading
   - use the major reading strategies of prediction, confirmation, and self-correction to read for meaning in all contexts
   - understand and appreciate the multiple purposes and uses of reading *(e.g., for pleasure and entertainment; for information; as a means of recognizing and observing cultural differences and similarities; as a means of sharing experiences with others)*
   - use reading to acquire information and to enrich personal vocabulary

2. be able to use language to think and learn in a variety of curriculum areas.

   - be able to select material appropriate to their learning needs from a range of sources
   - understand the function of such organizational features as table of contents, index, and glossary, and use them to locate information
   - be able to identify the organizational structures and features of a text that can assist them in understanding information, and use such features to locate and restate the main idea and cite some supporting details from the text
   - be able to interpret pictures, photographs, simple diagrams, charts, and maps
   - be able to follow a sequence of directions in a text
   - understand and appreciate that the ability to locate and retrieve information supports and enhances their learning in many content areas
   - understand and appreciate that children's literature can make a significant contribution to their understanding of themselves and their roles within the family and community

3. be able to use language to make sense of their own experiences and to share experiences with others.

   - understand and appreciate that children's literature can extend and enrich their knowledge and understanding of Canadian society and countries and cultures other than their own
   - relate characters and situations from children's literature to their personal experience and, as a consequence, deepen their understanding of and sensitivity to others and the situations in which they find themselves
   - recognize the values expressed in children's literature by relating characters and situations to their own experience

- express their response to their personal reading in a variety of ways *(e.g., through discussion, role playing)*

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - recognize and use a variety of language conventions to construct and clarify meaning in text *(e.g., basic punctuation such as full stops, question marks, quotation marks; a range of structures and patterns used in oral and written language)*
   - understand and appreciate the function of punctuation and of language structures and patterns in enabling them to construct and clarify meaning in text
   - see and use texts as resources for learning the appropriate use of language conventions *(e.g., for learning spelling, punctuation, sentence structure)* and appreciate reading as a means for learning the conventions of language
   - use reading to develop spelling ability (at this stage, develop awareness of the visual patterns in words)
   - use reading to develop vocabulary and enrich and enhance their use of language

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - understand that their knowledge of the world and of language can be applied in reading, and use prior knowledge to interpret texts
   - use knowledge of the topic, language structures, and sound-symbol relationships to make predictions and practise self-correction when reading
   - use meaning as the main criterion for monitoring and determining the accuracy and effectiveness of their reading
   - understand that rereading deepens and extends their insight into the meaning of a text, and reread to clarify initial impressions and locate and state main ideas and supporting details
   - understand that texts contain explicit and implicit information, and recognize and use structures that facilitate meaningful reading to interpret text in genres such as narration, exposition, and poetry
   - understand and appreciate that reading facilitates thinking and learning, both independently and in collaboration with others, and use information from texts to further their own learning

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand that various kinds of texts from a wide range of media can be used both as models and as sources of information in creating individual and group works

- use information from texts to create drawings, models, dramatic presentations, and written materials
- use a variety of models and instructions to create works to demonstrate their learning *(e.g., labelled diagrams, illustrated stories, models)*
- understand and appreciate works created by others and their own works as means of sharing information

By the end of Grade 6, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.

    - be able to select independently a wide range of material appropriate to their own purposes for reading
    - use the major reading strategies of prediction, confirmation, self-monitoring, and self-correction to read for meaning in all contexts
    - understand and appreciate the multiple purposes and uses of reading *(e.g., for pleasure and entertainment; for information; for insight into themselves, others, and the world; as a means of recognizing themselves in the world described in literature and developing pride in their own identity)*
    - use reading to acquire information and ideas and to enrich personal vocabulary
    - be able to read silently to derive meaning from a text when they are reading for themselves
    - be able to reflect on and share their interpretations of a text through discussion

2. be able to use language to think and learn in a variety of curriculum areas.

    - be able to select independently material appropriate to their learning needs from a variety of sources
    - understand and use a range of research skills to collect and interpret information independently and with peers *(e.g., formulate questions; locate information; translate information into their own language; compare information from a variety of texts and other media; clarify information through discussion with others)*
    - show understanding of a topic by presenting and/or explaining material in a variety of ways *(e.g., demonstrating a process, creating models, summarizing information)*
    - appreciate the importance of acquiring the special vocabulary in a particular area of study, and use specialized vocabularies appropriately in oral and written work
    - understand and appreciate the ways in which co-operative learning strategies can help them extend their learning
    - understand and appreciate the importance of having access to a variety of sources of information *(e.g., texts, computer databases)*

3. be able to use language to make sense of their own experiences and to share experiences with others.

   - understand and appreciate that children's literature can make a significant contribution to their understanding of themselves and their roles within the family and community
   - understand and appreciate that children's literature and various kinds of expository text can extend and enrich their knowledge and understanding of the history, customs, and cultures of different cultural groups, both in Canadian society and in other countries
   - be able to compare information about various cultural groups in order to understand and appreciate differences and similarities among people
   - experience empathy with characters in children's literature and, as a consequence, deepen their understanding of and sensitivity to others and the situations in which they find themselves
   - understand and assess the values expressed in children's literature by relating characters and situations to their own experience
   - reflect on their personal response to children's literature and share their response with others
   - be able to identify prejudice, bias, and stereotyping in literature and other texts and recognize their negative impact on individuals

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - recognize and use an increasing range of language conventions *(e.g., more complex language and sentence structures and related punctuation)* to construct and clarify meaning in text
   - see and use texts as resources for learning the appropriate use of language conventions *(e.g., for learning spelling, punctuation, sentence structure)* and appreciate reading as a means for learning the conventions of language
   - use reading to develop their spelling ability *(e.g., to increase their knowledge of roots, letter clusters, variant endings, and affixes)*
   - read to develop vocabulary and enrich and enhance their use of language

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - understand and use word structures to interpret unknown words *(e.g., by reference to suffixes, prefixes, and the meaning of root words)*
   - understand and use a variety of strategies to interpret text on various levels *(e.g., make inferences, compare information from a number of sources, describe settings, locate and interpret information about the author's purpose)*

- understand and appreciate that reading facilitates thinking and learning, both independently and in collaboration with others, and use information from texts to further and enhance their own learning
- understand research processes and a variety of reading and thinking strategies, and use them to formulate research topics and questions and to find relevant information in reading materials and computer databases

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

    - understand that various kinds of texts from a wide range of media can be used both as models and as sources of information in creating individual and group works
    - use information from texts to create drawings, models, dramatic presentations, and written materials
    - use a variety of models and instructions to create works to demonstrate their learning *(e.g., labelled diagrams, illustrated stories, models)*
    - understand and appreciate the works of others and their own works as means of sharing information and demonstrating learning
    - recognize and appreciate how a variety of media can be used together to heighten the impact of a presentation, and employ this strategy in their own presentations

By the end of Grade 9, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.

    - be able to select independently a wide range of material appropriate to a wide range of purposes for reading
    - use the major reading strategies of prediction, confirmation, self-monitoring, and self-correction to read for meaning in all contexts
    - understand and appreciate the multiple purposes and uses of reading *(e.g., for pleasure and entertainment; for information; for insight into themselves, others, and the world; as a means of sharing experiences with a wide variety of other people)*
    - use reading to acquire information and ideas, clarify and extend ideas previously acquired, and enrich personal vocabulary
    - be able to read silently to derive meaning from a text when they are reading for themselves
    - be able to reflect on and share their interpretations of a text through discussion
    - be able to interpret text at different levels of meaning and from different points of view
    - be able to adjust reading rate and style (skimming, scanning, careful reading) according to the purpose for reading

2. be able to use language to think and learn in a variety of curriculum areas.

   - be able to select independently material appropriate to their learning needs from a wide variety of sources
   - understand and use a range of research skills to collect and interpret information independently and with peers *(e.g., formulate questions; locate information; translate information into their own language; compare information from a variety of texts and other media; use thinking skills appropriate to the task and content area to analyze and interpret information)*
   - appreciate the importance of acquiring the special vocabulary in a particular area of study, and use such specialized vocabularies appropriately in oral and written work
   - understand and appreciate the ways in which co-operative learning strategies can help them extend their learning
   - understand and appreciate the importance of having access to and consulting a variety of sources *(e.g., texts, computer databases, and other materials)* to obtain information about a particular content area

3. be able to use language to make sense of their own experiences and to share experiences with others.

   - understand and appreciate that literature contributes to personal growth in helping them to clarify their values, learn about other cultures, and broaden their knowledge of the world
   - be able to compare information about various cultural groups in order to understand and appreciate differences and similarities among people
   - experience empathy with characters in literature and, as a consequence, deepen their understanding of and sensitivity to others and the situations in which they find themselves
   - assess the values expressed in literature by relating characters and situations to their own experience
   - reflect on their personal response to literature and share their response with others
   - detect prejudice, bias, and stereotyping in texts of all kinds, recognize and understand their negative effects for individuals, and strive to counteract these effects in their attitudes and behaviour
   - value literature that employs inclusive, bias-free language

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - understand that the conventions of language are embodied in many different types of texts and that the language conventions and patterns used vary depending on the purpose and type of text and the different levels and functions of language incorporated in it
   - appreciate reading as a means for learning a wide variety of language conventions and patterns
   - use texts as sources for learning about language

- use reading to develop their spelling ability *(e.g., to increase their knowledge of roots, letter clusters, variant endings, and affixes)*
- read to develop vocabulary, enrich and enhance their use of language, and develop awareness of the rich possibilities of language as a medium for expression
- compare the language conventions and patterns found in texts with those they use in their own language

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - apply known information and strategies to read and comprehend increasingly complex material
   - understand that text can be interpreted on a number of levels, and use a variety of strategies to interpret different levels of meaning in texts of increasing complexity
   - understand that texts reflect the point of view, biases, and strengths and limitations of the author, and understand and appreciate the importance of reading independently and critically to further their own learning and to develop strategies for analyzing text
   - read critically in order to develop their own opinions about the content and style of texts *(e.g., recognize bias and stereotypes; question and reflect on issues encountered in text; analyze information presented in text and other media in order to make critical judgements about it; consult a variety of sources to verify information)*
   - recognize the distinguishing features of different genres, and form generalizations about a variety of genres

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand that various kinds of texts from a wide range of media can be used both as models and as sources of information in creating individual and collaborative works in a variety of media
   - use reading materials as models and sources of information in order to create their own works, independently and as members of a group
   - compare models in order to select those appropriate to a particular task
   - understand and appreciate the works of others and their own works as means of sharing information and demonstrating learning
   - recognize and appreciate how a variety of media can be used together to increase the effectiveness of a presentation, and employ this strategy in their own presentations

Writing Outcomes from The Common Curriculum

By the end of Grade 3, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.

   - understand some of the different purposes for writing (to inform; to entertain; to record information, ideas, and feelings for self or others; etc.), and understand and use appropriate organizational forms for different purposes *(e.g., letter, menu, story, poem, list)*
   - understand the need for clarity in writing in order to communicate with their audience (either self or others), share their writing with others, and revise to clarify their meaning in keeping with their purpose and audience
   - use and appreciate writing as a means of self-expression and self-discovery and as a means of sharing information, ideas, and feelings with others, including people of other cultures

2. be able to use language to think and learn in a variety of curriculum areas.

   - understand that writing has an important role to play in learning, and use writing in a number of ways to facilitate their learning in the different content areas *(e.g., to inform, give directions, and describe processes; to formulate questions to guide their inquiries; to record and preserve relevant information; to develop the specialized vocabulary used in different content areas; to record their own learning process in a content area [e.g., by keeping a learning log])*
   - understand the role of graphics in presenting information, and use illustrations, simple labelled diagrams, and other visual materials to support and extend their written work

3. be able to use language to make sense of their own experiences and to share experiences with others.

   - understand and appreciate the use of personal writing *(e.g., journals, diaries, responses to reading)* for recording their thoughts, feelings, and interests; developing their sense of identity and voice; and examining their relationships with others
   - write to record their own thoughts, feelings, and interests and to describe and examine their relationships with others
   - write to share their thoughts, feelings, and interests with others
   - write to understand and evaluate their own behaviour and ways of interacting with others

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - understand and appreciate the conventions of language *(e.g., standard punctuation, spelling, and structures and patterns of language)* as means for clarifying meaning and communicating effectively in writing
   - understand that conventional spelling is required in most published written work
   - use basic conventional punctuation and capitalization and conventional spelling of frequently used words in their writing
   - use conventional structures and patterns from oral and written language in their writing
   - identify approximate spellings in their writing and begin to use resources such as primary dictionaries to make corrections in their writing

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - understand and appreciate that what they know about the world and about language can be used to write, and draw upon their personal experiences and interests in writing
   - recognize the structural elements in different forms of writing *(e.g., the beginning, middle, and end of story/narration; the main topic and supporting details of exposition),* and use them to shape their own writing
   - understand the role of prewriting activities and rereading in the writing process, and discuss their ideas with peers and adults before and during the writing process
   - understand and appreciate the importance of revising to clarify meaning for an audience
   - understand and appreciate that writing is a way of preserving ideas, and value their writing (drafts and published pieces) accordingly

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand some basic facts about the nature of written works *(e.g., that words can be used in logical order to make sentences that others can read and understand; that their written work must be legible so that others can read it; that written works serve a variety of purposes and appear in a variety of forms)*
   - be able to see and value writing as a way of creating meaning, and be motivated to write independently and with assistance from peers and adults
   - understand and appreciate writing as a way of creating works that can be shared with others
   - begin to use "publishing strategies" such as self-correction and legible writing
   - use resources such as primary dictionaries and thesauri

- understand the need to revise and edit to clarify meaning; test the effectiveness of their written works by reading them aloud to themselves and others; and identify areas that need clarification
- appreciate written works created by themselves and others

By the end of Grade 6, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.
    - understand many of the different purposes for writing (to inform; to entertain; to record information, ideas, and feelings for self or others; etc.), and understand and use an increasing variety of organizational forms for the different purposes
    - understand the nature and requirements of their audience, and adapt, revise, and edit the content and organization of their writing accordingly *(e.g., by using vocabulary appropriate to peers, younger children, or adults; by using conventional spelling and punctuation to facilitate reading for an audience)*
    - appreciate and use writing as a means of self-expression and self-understanding (i.e., as a means of recording and reflecting on experience and one's responses to it), as a way of learning, and as a vehicle for meaningful communication with others, including people of other cultures
2. be able to use language to think and learn in a variety of curriculum areas.
    - understand and appreciate the role of writing in the learning process, and use writing accurately and appropriately in a number of ways to facilitate learning in the different content areas *(e.g., to inform, give directions, and describe processes; to formulate questions to guide their inquiries; to record information accurately and preserve relevant information on a topic for a variety of audiences; to develop the specialized vocabulary used in different content areas; to record and reflect on their own learning process in a content area [by keeping a learning log])*
    - understand the role of graphics in communicating information and use visual materials to support and extend their written presentations
    - understand that different forms of writing may be appropriate for recording information in the various content areas and select from models of writing those that are appropriate to specific areas of study
    - be able to select and use appropriately such structures as lists, simple summaries, and definitions to present information
    - understand and appreciate the particular usefulness of expository writing for recording and presenting information in some content areas

3. be able to use language to make sense of their own experiences and to share experiences with others.

- understand and appreciate the use of personal writing *(e.g., journals, diaries, responses to reading)* for recording their thoughts, feelings, and interests, developing their sense of identity and a distinctive voice, and understanding their relationships with others
- write *(e.g., in personal journals)* to record their own thoughts, feelings, and interests; to reflect on their own identity; and to describe and explore their relationships with others
- understand and appreciate the role of writing in developing a sense of community by allowing individuals to communicate their ideas and learn about the ideas of others
- write to understand and evaluate their own and others' behaviour and ways of interacting
- use writing to examine aspects of their own culture and that of others

4. be able to use the conventions of language appropriately for the purpose, audience and context.

- understand and appreciate the conventions of language *(e.g., standard punctuation, spelling, and structures and patterns of language)* as means for clarifying meaning and communicating effectively in writing
- extend the range of words that they can spell correctly and experiment with an increasing range of punctuation conventions
- experiment with an increasing range of conventional structures and patterns derived from their reading
- use an increasing range of spelling strategies to spell unfamiliar words and a wider variety of resources to verify their attempts

5. be able to use language to develop collaborative and independent thinking and learning strategies.

- draw upon ideas, themes, and structures from books and other media in their writing
- identify and use a variety of models in their writing
- understand and use the components of the writing process *(e.g., formulate research topics and questions; record relevant information; compare and synthesize information from a variety of sources; discuss their writing with peers and adults in order to reflect on, analyze, and revise their writing; use graphics such as illustrations, charts, maps, and graphs to support and enhance meaning)*
- understand and appreciate writing as a way of developing independent and co-operative thinking and learning strategies

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - be able to see and value writing as a way of creating meaning, and be motivated to write, independently and in collaboration with others
   - use writing in combination with other media to increase the impact of their presentations, selecting the appropriate forms and media for the purpose
   - integrate information from a variety of sources in their written work
   - understand that written works serve a variety of purposes and appear in a variety of forms
   - understand that particular forms require the use of specific features, structures, and patterns *(e.g., narratives require an introduction, story problem, and resolution)*
   - adapt their writing to suit the particular purpose *(e.g., present written information in sequence in order to explain a process)*
   - appreciate written works created by themselves and others
   - appreciate and use responses to their works as means for enhancing, extending, and evaluating their learning

By the end of Grade 9, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.

   - understand the different purposes, audiences, and contexts for writing, and identify and use appropriately different types of vocabulary, tones, levels of language, stylistic devices, types of sentence structure, and images
   - understand and use a wide variety of forms and genres *(e.g., narration, description, exposition, poetry)*
   - appreciate and use writing as a means of intellectual and emotional expression (i.e., as a means of recording and reflecting on experience and one's responses to it), as a way of learning, as a vehicle for meaningful communication with others, and as a means of developing and expressing one's opinions and values *(e.g., by taking and expressing a position on an issue)*
   - understand the terminology associated with different forms of writing and with the writing process itself, and use the writing process to extend and refine their writing abilities in a variety of contexts and for a variety of purposes
   - use electronic media to share ideas, experiences, and feelings with others, including people of other cultures, and examine issues from different perspectives

2. be able to use language to think and learn in a variety of curriculum areas.

   - understand and appreciate writing as a way of learning and organizing information and of developing proficiency in the use of vocabulary of different content areas

- understand the role of graphics in communicating information and use visual materials to support and extend their written presentations
- understand that a variety of forms of writing *(e.g., exposition, description)* are required in all areas of study, and use different forms of writing appropriately to organize their ideas
- be able to select and use appropriately such structures as lists, summaries, and definitions to present and preserve information
- understand and appreciate the particular usefulness of some forms of writing and graphic representation for presenting information in some content areas
- use writing to record and reflect on their own learning process in a content area

3. be able to use language to make sense of their own experiences and to share experiences with others.

   - understand and appreciate that personal writing *(e.g., journals, diaries, and responses to literature)* can reveal personal identity and help shape the sense of self as both a unique individual and a social being
   - write to record their own and others' thoughts, feelings, and interests and to develop and strengthen their sense of personal and social identity
   - understand and appreciate the role of written expression in developing a sense of community by allowing individuals to communicate their ideas and feelings and learn about the ideas and feelings of others
   - write to understand and evaluate their own and others' behaviour and ways of interacting
   - use writing to reflect on their relationship to their own culture

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - understand and appreciate the conventions of language *(e.g., grammatical forms and patterns, spelling, and punctuation)* as means of clarifying meaning and writing effectively for a variety of audiences and in a variety of contexts
   - understand and use the proper spelling of common words and the proper grammatical and punctuation conventions for English-language sentences
   - use their knowledge of the conventions of standard written English to write brief passages with clear meaning and accurate spelling and punctuation
   - employ a range of spelling strategies to spell unfamiliar and/or difficult words, and use a range of resources to verify spellings of which they are uncertain

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - understand that the structures used in writing clarify, shape, and direct their thinking processes
   - select and use various structures in writing to clarify, shape, and direct their thinking

- understand and use the components of the writing process, recognize different forms of writing, and use these forms to develop various thinking skills *(e.g., the skills of analysis, synthesis, clarification, application)*
- appreciate and use the writing process as a way of developing independent and co-operative thinking and learning strategies

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand the components of the writing process, and use the process to create written works, independently or in collaboration with others
   - integrate information from a variety of sources in their written work
   - understand that written works serve a variety of purposes and appear in a variety of forms that require the use of specific, recognizable conventions
   - select the appropriate form for a particular purpose, and adapt their writing to suit the form and the purpose
   - appreciate written works created by themselves and others
   - appreciate and use responses to their works as means for enhancing, extending, and evaluating their learning
   - understand that the works of other writers can serve as models for writing, and use them to develop their own writing skills

Listening and Speaking Outcomes from The Common Curriculum

By the end of Grade 3, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.
    - understand and appreciate a number of the purposes and uses of listening and speaking in various contexts *(e.g., to share experiences, ideas, and plans with others; to provide information or obtain it; to enjoy a piece of writing read aloud by someone else)*
    - listen and speak in order to give and receive information at home, at school, and in the community
    - listen and speak in order to share experiences and ideas and interact effectively with others in a variety of contexts
    - accept the risks involved in oral communication, and use a personal voice to express themselves with assurance and pride

2. be able to use language to think and learn in a variety of curriculum areas.
    - understand and appreciate listening and speaking as means of acquiring new concepts and experiences in the various content areas and as means of indicating their personal preferences and interests within content areas
    - listen and speak in order to discover, discuss, and clarify new concepts and experiences, express preferences, and indicate interests in the various content areas

3. be able to use language to make sense of their own experiences and to share experiences with others.
    - understand, appreciate, and use listening and speaking as means of communicating their own preferences and identity and learning about those of others
    - use oral communication to share their experiences, responses, and perspectives with others
    - develop, value, and use vocabulary that enables them to communicate a sense of self-worth and show respect for people of both genders and from all types of background

4. be able to use the conventions of language appropriately for the purpose, audience and context.
    - understand and appreciate the role of standard language forms in effective oral communication
    - use a variety of sentence and question forms to make themselves understood and to understand the speech of others

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - recognize and use standard grammar and sentence structure in formal conversation
   - understand and use the strategy of asking questions and discussing the answers as a way of obtaining and clarifying information on a variety of topics
   - understand, appreciate, and use oral communication as a means for clarifying and explaining their preferences, feelings, ideas, and plans

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand that oral communication in groups needs to be orderly and regulated by rules *(e.g., turn-taking, staying on topic)*
   - appreciate oral communication as a means of facilitating group work *(e.g., to determine rules to be followed in group work, roles and responsibilities of group members, etc.)*

By the end of Grade 6, students will also:

1. be able to use language for a variety of purposes and in a variety of contexts.

   - use and appreciate listening and speaking as means of receiving and giving information, sharing experiences with others, and broadening their perspectives
   - listen to and interpret information to identify a variety of different purposes, listener needs, and contexts *(e.g., chatting, role playing, making a speech, asking questions, giving a report),* and adapt the content and style of their speech accordingly
   - listen and speak in order to interact effectively with others in a variety of contexts and interpret with sensitivity verbal and non-verbal expression by speakers of different cultures and languages
   - accept the risks involved in oral communication, and use a personal voice to express themselves with assurance and pride

2. be able to use language to think and learn in a variety of curriculum areas.

   - understand and appreciate the role of listening and speaking in helping them to connect their learning in one content area with that in another and to prepare and present oral reports in the different content areas
   - listen and speak in order to discuss concepts in one content area and relate them to another content area
   - listen and speak in order to plan, organize, and present oral reports and projects in different content areas

3. be able to use language to make sense of their own experiences and to share experiences with others.

   - understand and appreciate listening and speaking as means of learning about their own and other cultures from a variety of sources
   - use oral communication to discover and discuss the similarities and differences among their own and other cultures
   - develop, value, and use listening and speaking strategies and vocabulary that help them to communicate a sense of self-worth and to show respect for people of both genders and from all types of background

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - understand that oral language must be coherent and specific to communicate meaning effectively to others, and value coherence and specificity in oral communication
   - understand that complex and varied sentence and question forms may be needed to express more complex concepts and abstract ideas
   - use a variety of complex sentence and question forms to discuss more complex concepts and abstract ideas
   - express concepts orally in coherent sentences, using specific vocabulary to enhance meaning

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - understand, value, and use oral communication as a vehicle for examining and clarifying the feelings and motives of people *(e.g., characters in stories)* in order to explain their actions
   - understand, value, and use oral communication as a way of clarifying new concepts and problems and of proposing and considering alternative solutions

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand some of the purposes and uses of oral communication in creating a group or individual work *(e.g., to share and develop ideas for a story; to facilitate collaboration at all stages of the creative process)*
   - appreciate the role of oral communication in story writing and other creative activities
   - use oral communication to select a topic of interest to a large number of students, and plan and create a group or individual work on the topic *(e.g., a play, a mural)*

By the end of Grade 9, students will:

1. be able to use language for a variety of purposes and in a variety of contexts.

    - use and appreciate listening and speaking as means for self-expression, thinking, and learning *(e.g., listening to or giving a talk; clarifying one's ideas through discussion with others; obtaining, analyzing, and interpreting information),* and for communicating information, experiences, and ideas to others
    - ask relevant questions to obtain, analyze, and interpret information in a variety of contexts
    - listen and speak in order to interact effectively with others in a variety of contexts and interpret with sensitivity verbal and non-verbal expression by speakers of different cultures and languages
    - accept the risks involved in oral communication, and use a personal voice to express themselves with assurance and pride
    - understand and use appropriately some of the more formal functions and forms of oral communication *(e.g., present oral reports to others on researched topics in various curriculum content areas)*

2. be able to use language to think and learn in a variety of curriculum areas.

    - understand and appreciate the role of listening and speaking in the process of developing generalizations and applying concepts across content areas
    - be able to articulate generalizations and apply concepts and new vocabulary across content areas
    - understand and appreciate the role of listening and speaking in the process of studying and analyzing various forms of language
    - be able to discuss various aspects of language and literature *(e.g., figurative language, literary forms, stylistic devices, the role of the audience, the nature and influence of classical languages)*

3. be able to use language to make sense of their own experiences and to share experiences with others.

    - understand, appreciate, and use oral communication as means of discovering and discussing both the uniqueness and the commonalities in experiences of people of both genders and from all types of background *(e.g., racial, cultural, linguistic, socio-economic)*
    - understand, appreciate, and use oral communication as a means of gaining insight into their own values and those of others
    - develop and use oral communication strategies and vocabulary that will promote mutual respect in discussions of their own and others' values and experiences

4. be able to use the conventions of language appropriately for the purpose, audience and context.

   - value meaningful and effective oral communication and understand the importance of adapting oral language to the needs of listeners, and to the context, in order to communicate effectively
   - adapt vocabulary, sentence structure, rate of speech, and level of language to the needs of listeners, and shift between colloquial and more formal speech as necessary and/or appropriate
   - understand that speakers, along with listeners, have a responsibility for ensuring that they are being understood and must revise their language accordingly
   - monitor and revise their own oral expression *(e.g., vocabulary, sentence structure, pronunciation, grammar)* in order to make themselves clearly understood by their audience

5. be able to use language to develop collaborative and independent thinking and learning strategies.

   - understand and value the role of oral communication in thinking and learning, and use it to organize, analyze, interpret, summarize, and recall information
   - understand and value the role of oral communication in problem solving, and use it to elicit a variety of perspectives and responses and to propose and discuss alternative solutions

6. be able to use language to create practical and imaginative works in a variety of media, both as individuals and as members of a group.

   - understand and appreciate the role of oral communication in group work *(e.g., to facilitate and manage group interaction; to ensure that personal preferences and viewpoints are heard)*
   - use higher-level communication strategies *(e.g., indirect requests, bargaining, persuading, seeking alternative views)* to elicit ideas and opinions and to respond to them
   - reflect on group dynamics in order to assess the comparative effectiveness of individual work and group work as creative methods

APPENDIX B

Glossary

aspects of style	- refer to story structure, sentence length and the importance of dialogue.
code	- sets of conventions (see below) which are more or less fixed in predictable patterns (e.g., the shape and colour of traffic signs) are referred to as codes; symbolic codes include iconic signs, as well as gesture, body language, setting, etc.; technical codes refer to such things as camera angle, lighting, framing, etc. All carry meaning, and all require knowledge of the code to be decoded.
construction:	- all media texts are constructions, a term we use when we wish to emphasize the distinction between a text and the world of lived experience. The term implies the number or variety of decisions which go into a media text and the fact that it is made.
contextual	- cues embedded in the semantics or content of the text.
convention:	- a generally agreed upon way of signalling a specific meaning, verbally visually or aurally (e.g., the sound of a creaking door conventionally signals a "spooky" atmosphere).
deconstruct:	- to take apart and identify the elements used to make the meaning conveyed by a construction. Visual media often appear to be a "seamless extension of reality"; deconstruction reveals the seams.
flexible control	- adjusts reading rate to suit the purpose of reading e.g., skimming, scanning, reading for detail.
genre:	- a group of texts that have certain clearly recognizable narrative and content features in common (e.g., horror films, romance novels).
media:	- the plural of medium, as in a medium or channel of communication, such as speech or print. Study of the media usually focuses on the mass media, which are forms of communication in which messages are produced and/or disseminated on a large scale.

organizational patterns	- how the text is organized and presented e.g., poem vs newspaper article.
predictable text	- text containing patterned language.
register	- levels of usage ranging from informal to formal.
representation:	- a depiction of an individual, a group or activity; also the field of study which seeks to critically examine such depictions, exploring how texts present their subject matter, and the relationships among text, audience and lived experience. It is particularly applicable to issues involving gender, race, class, age, ethnicity, etc.
response:	- our response to a text is a "negotiated" one; we negotiate meaning from a range of possible meanings of a text, depending on how we ourselves are "positioned" in relation to the text by factors such as age, gender, race, class, skill, values, knowledge base, etc. This accounts for the diversity of interpretations and reactions which a single text may produce.
shot:	- a part of a film or video that is continuous in space and time; that is, the camera was not turned off during the length of the shot. Scenes in film and video are usually made up of many discrete shots.
stylistic devices	- the way in which meaning is enhanced e.g., contour, shape, size, texture.
surface features	- conventions of text such as spacing, letter orientation and sequence, punctuation, capitalization, spelling.
text:	- anything that carries messages is a text (e.g., a clock face, a hair style, a photograph).
textual	- cues embedded in the style of the text.
textual and contextual strategies	- the information in the text that readers use to construct meaning. The cueing systems are interdependent: • graphophonic cues - relationships between letters and sounds. • pragmatic cues - pictorial information. • semantic cues - prior knowledge. • syntactic cues - knowledge of sentence structure and grammar.

transitions: - in film or video, the way of getting from one shot to the next; the most common transition is the cut, in which one shot is almost instantly replaced on the screen by another; other common transitions are dissolves and wipes.

virtual reality: - a computer-based method of delivering sensory inputs (usually audio and video) to individuals, replacing as much as possible all other inputs such that one appears to be "inside" the construction. A person watching a film who turns his/her head sees the inside of a theatre; a person in a virtual reality simulator who turns his/her head sees a different part of the image.

VALIDATION DRAFT

PROVINCIAL STANDARDS: LANGUAGE (GRADES 3, 6, and 9)

Response Guide

March 1994

OHEC
407.6
O593ME/P
R.G.

Please send comments on the following pages, write on the document itself or develop your own response and return to:

Provincial Standards: Language
Provincial Standards Project
Ministry of Education and Training
Curriculum and Assessment Team
18th Floor, Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Instructions for Response

Please check one of the four boxes reproduced on each of the Response Guide's pages to indicate the grades(s) to which your comments apply.

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

Please indicate the category which best describes the respondent(s):

☐ Parent
☐ Teacher
☐ Principal/vice-principal
☐ Consultant/co-ordinator
☐ Supervisory Officer
☐ Trustee

☐ Parent organization
☐ School board
☐ Professional association
☐ OTF
☐ Federation affiliate
☐ Other (please specify)

____

Responses are due on or before Friday, September 30, 1994.

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

The Principles

P1 To what extent do the principles reflect current theory about language acquisition and student assessment and evaluation?

P2 How well is overall literacy addressed by the six components [Reading, Writing, Listening, Speaking, Viewing and Representing]?

P3 How helpful are the sections on exceptional students and ESL and ESD students in helping teachers use the standards to assess these students' learning?

* **Please write on document itself for specific comments.**

P4 To what extent should standards for FSL be included in the document?

P5 How appropriate is the suggested equivalance between first language standards and FSL core standards?

P6 What modifications or adaptations should be made to the suggested standards of performance for the Core French Program?

P7 What modifications or adaptations should be made to the suggested standards of performance for Extended and Immersion Programs?

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

The Framework

F1 To what extent do the provincial standards for assessing reading performance provide sufficient information and distinction to assess overall performance?

F2 To what extent do the provincial standards for assessing writing performance provide sufficient information and distinction to assess overall performance?

F3 To what extent do the provincial standards for assessing listening and speaking performance provide sufficient information and distinction to assess overall performance?

F4 Should listening and speaking remain separated or be combined into a single set of standards?

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

F5 Comment on the inclusion of viewing and representing as part of literacy or language competence.

F6 To what extent do the provincial standards for assessing viewing provide sufficient information, scope and distinction to assess overall performance in this area?

F7 To what extent do the provincial standards for representing provide sufficient information, scope and distinction to assess overall performance in this area?

F8 Do you have other comments or suggestions about viewing or representing (e.g., terminology, appropriateness of the expectations for Grades 3, 6, and 9, etc.)?

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

F9 How easy will it be for teachers to adapt the provincial language standards in creating their own specific assessment scales or instruments (e.g, to make a test or single activity such as a composition or a response to a written passage)

____

____

____

____

F10 Is the six-level scale appropriate? That is, is it appropriate that levels 3, 4, and 5 describe the provincial standards set for the grade, levels 1 and 2 describe performances *not yet* within the standard, and level 6 describes performance *beyond* the standard?

____

____

____

____

F11 Do the one-word titles for each level (e.g., Dependent, Adequate) capture the description of the performance? What alternatives would you suggest?

____

____

____

____

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

F12 Is the framework (Figure 2) useful for and understandable by parents and community?

F13 Please list any additional terms that you would like to see included in the glossary.

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

Check one: Reading ☐ Writing ☐ Listening ☐ Speaking ☐ Viewing ☐ Representing ☐

The Content

C1 Are all necessary knowledge, skills and attitudes included in the indicator section?

____

____

____

____

____

C2 Are the standards consistent across the three grades? Please identify those that are and those that are not.

____

____

____

____

____

____

____

____

* **Please write on document itself for specific comments.**

Please check one:

☐ Overall ☐ Grade 3 ☐ Grade 6 ☐ Grade 9

Check one: Reading ☐ Writing ☐ Listening ☐ Speaking ☐ Viewing ☐ Representing ☐

What additional comments, suggestions and recommendations do you have about Provincial Standards: Language (Grades 3, 6, and 9)?

* **Please write on document itself for specific comments.**

Printed on recycled paper